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ABSTRACT

An administrator's manual and two reading comprehension tests in Spanish and English for use in secondary grades and with adults are presented here. The Spanish reading comprehension test was developed, standardized, and normed in Mexico; the English reading comprehension test was translated from the Spanish test. The tests were designed to be used in the following ways: (1) to determine the level of Spanish achievement compared with Mexican norms; (2) as an evaluation instrument for bilingual education programs; (3) to measure progress of United States students who are studying Spanish; (4) to determine degrees of bilingualism by administering both English and Spanish versions at different times; (5) to measure and report Spanish reading comprehension skills of the students as well as information about English achievement; and (6) as a research tool. In addition to the above information, the manual covers the following topics: (1) the Mexican educational system; (2) suggestions for psychologists and educators; (3) test development; (4) interpretation of the scores; (5) general directions for administration as well as directions for administering both tests; (6) information on Spanish grade equivalents and percentile ranks; and (7) information about English norms, grade level equivalents and percentile ranks. (AMH)

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Administration Manual

Grades 7 - 12 and Adult

SPANISH READING COMPREHENSION TEST

and

ENGLISH READING COMPREHENSION TEST

(Translated from the Spanish)

by Steve Moreno

SPECIAL FEATURES . . . . .

Based on Mexican curriculum materials
Measures both Spanish and English reading comprehension
For **Grades 7 - 12 and Adult**
- Percentile Ranks
- Quartile Ranks

Standardized and Normed in Mexico (by an American)
Group or individual administration (only 25 minutes)
Developed and designed for usage in the United States
Suggested uses for psychologists and evaluators for the identification of mentally gifted and learning disorders.

SUGGESTED USES . . . . .

Measure Spanish reading achievement based on Mexican norms to determine learning ability and learning potential.
Compare Spanish reading ability with friendly Mexican neighbors.
Pre and posttest for English speakers who are studying Spanish.
Evaluation instrument for bilingual education programs.
Tool for research in bilingual education, language acquisition, etc.

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ADMINISTRATION MANUAL

Grades 7 - 12 and Adult

SPANISH READING COMPREHENSION TEST

and

ENGLISH READING COMPREHENSION TEST

(Translated from the Spanish)

TEST IDENTIFICATION-The following large initials have been placed on the test booklets in order to facilitate quick identification.

SE = **SPANISH READING COMPREHENSION** — Elementary, Grades 1 - 6.
EE = **ENGLISH READING COMPREHENSION** — Elementary, Grades 1 - 6.

SS = **SPANISH READING COMPREHENSION** — Secondary, Grades 7 - 12 and adults.
ES = **ENGLISH READING COMPREHENSION** — Secondary, Grades 7 -12 and adults.

If there are any particular questions that remain unanswered by this administration manual, please write or call for immediate assistance.

Any supplementary reports that are written will be sent directly to you.

BEFORE YOU ADMINISTER this test, the author suggests that you read this entire manual in order to gain a complete knowledge about the test and its intended uses.

This test should be administered by teachers, psychologists or other certified professionals.

SPANISH READING COMPREHENSION TEST · Grades 7 - 12 and Adult

and

ENGLISH READING COMPREHENSION TEST· Grades 7 - 12 and Adult

-CAUTION-

THIS TEST IS DESIGNED ONLY FOR VERY SPECIFIC PURPOSES AND IT SHOULD ONLY BE USED FOR THE INTENDED PURPOSES. THIS TEST SHOULD NOT BE ADMINISTERED AS AN EVALUATION OR ACHIEVEMENT TEST TO A STUDENT *SIMPLY* BECAUSE HE OR SHE HAS A *SPANISH SURNAME*, OR BECAUSE THEIR PARENTS WERE BORN IN A SPANISH SPEAKING COUNTRY. PLEASE READ THE COMPLETE ADMINISTRATION MANUAL IN ORDER TO FULLY UNDERSTAND THE USE OF THIS TEST. THIS TEST IS COMPLETELY INVALID WHEN USED FOR PURPOSES NOT DESCRIBED IN THIS MANUAL, OR FOR PURPOSES NOT INTENDED BY THIS TEST.

SPANISH READING COMPREHENSION TEST.

The SPANISH READING COMPREHENSION TEST was developed, standardized and normed in Mexico. The test has 81 items. The test results may be analyzed using raw scores, percentile ranks, and quartile rankings for each grade level.

ENGLISH READING COMPREHENSION TEST.

The ENGLISH READING COMPREHENSION TEST was translated from the SPANISH READING COMPREHENSION TEST. Please be aware that a much smaller sample size was used in developing norms for the ENGLISH READING COMPREHENSION TEST.

The **SPANISH READING COMPREHENSION TEST** and the **ENGLISH READING COMPREHENSION TEST** are designed to be used in the following ways:

1. **Determining** the level of Spanish achievement compared with Mexican norms. After the level of achievement is determined, some idea is available about the student's learning abilities and learning potential.
2. This test is an excellent **EVALUATION** instrument to be used in bilingual education programs where both Spanish and English are taught. Pre and posttests for Spanish and English to measure Spanish and English instruction.
3. Measuring growth of United States students who are studying Spanish. The test may be used as a pre and posttest to measure the amount of Spanish learned. The test may also be used by students who are studying Spanish to determine how well they read Spanish compared with their friendly neighbors South of the border.
4. Determine the degrees of bilingualism by administering the **SPANISH READING COMPREHENSION TEST** and later administering the **ENGLISH READING COMPREHENSION TEST** and comparing the raw scores, or the grade level equivalents.
5. Measure and report to the school board the Spanish reading comprehension skills of the students as well as information about English achievement. Reading comprehension skills are important in two languages, especially in the Southwest and other areas where there are significant numbers of Spanish speaking people. International trade and travel make bilingualism more important everyday. The President of the United States is usually proud of his Spanish speaking ability.
6. A research tool. For the first time researchers may examine such questions as:
   a. When is the best time to start teaching English to monolingual Spanish speaking students?
   b. How much Spanish do children retain after they enter English speaking schools?
   c. What is the best method to teach Spanish?
   d. Which bilingual education techniques teach Spanish and English best?
   e. What is the effect of a Spanish education on learning English?
   f. What is the relationship between achievement in Spanish and English?

PLUS MANY OTHER RESEARCH QUESTIONS

Following is an explanation of 1 -5 above.

1. **WHEN DETERMINING *SPANISH ACHIEVEMENT COMPARED WITH MEXICAN NORMS,*** and determining **LEARNING ABILITY AND LEARNING POTENTIAL.**

When educators need to determine the achievement of students who have received all, or part, of their education in Mexico or another Latin American Spanish speaking country, the **SPANISH READING COMPREHENSION TEST** should be used. The test will provide educators with percentile ranks and quartile rankings for Grades 7 through 12.

When the **SPANISH READING COMPREHENSION TEST** is being used to determine Spanish achievement, the following information should be available on any student who is to be tested.

a. The last grade completed or attended in Mexico or other Latin country. If a student has **completed** the ninth grade in Mexico, then it is possible to compare the student's achievement with the ninth grade norms. If the student has completed grade 8, but only attended the ninth grade for three months, then the student should be compared with the eighth grade norms.

b. If a student has completed at least four months of a grade, he should be compared with the norms for that grade level. If a student has completed **LESS** than four months, then he should be compared with the prior grade . . . for example . . .if a student completed only three months of Grade Five, he should be compared with the fourth grade norms.

c. The student should be compared with the norms of the last grade **completed** OR as "b".

d. **BE AWARE** that some students may have received their basic education in Mexico, but have been attending English schools for several months or even years before you test them. In this case, the educator should consider the effects of forgetting on the student's prior education. A student who attended the fifth grade in Mexico three years ago **should not be expected** to retain all that he learned, though he probably will remember a great deal, mainly because of the emphasis placed on the basic subjects in Mexican schools. The student will also retain more of the knowledge he gained in Mexican schools if Spanish is currently being spoken in the home and/or in the neighborhood. It should be remembered that although Grades 1 through 6 are part of the compulsory education program in Mexico, there are still **some students** who have not yet attended school. For these students, the norms are **NOT** meaningful. The test will have value in determining the student's present Spanish reading comprehension level.

EXAMPLE: A new student enters school and does not speak English. The teacher knows that the student attended school in Mexico and the teacher would like to find out about the student's achievement level, learning ability and learning potential in order to place the student in an appropriate class for instruction that will capitalize on his strengths and strengthen his weaknesses. The teacher would administer the **SPANISH READING COMPREHENSION TEST** to find out the student's reading level compared with his educational level, and therefore determine how much knowledge the student gained in his own country and in his native language, as well as how the student compared with his peers. If the test shows that the student is a high achiever, then we have some information that the student **HAS** high learning ability, and his potential for learning will be high when he masters the English language. If the test indicated that the student is an average achiever in his native country, in his native language, then the student probably has **average** learning ability and average learning potential when he masters the English language. If the student has had the opportunity to learn in his native country, but has not achieved well, then the student probably has below average learning ability and learning potential.

2. AN EVALUATION INSTRUMENT FOR BILINGUAL EDUCATION PROGRAMS.

The **SPANISH READING COMPREHENSION TEST** may be used in the following ways:

a. As a screening instrument to determine the Spanish reading abilities of students entering bilingual education programs. The screening can be used for grouping students into classes for the most effective instruction.

b. As a test to measure the entering abilities of students (pretest), and as a posttest to measure the final level of learning and the total amount of learning.

c. As a test to determine the level of achievement in order to determine when students are ready to transfer to another level of Spanish or English.

d. The **ENGLISH READING COMPREHENSION TEST** may be used to determine the same abilities in English.

e. As a test to determine the level of bilingualism. The **SPANISH READING COMPREHENSION TEST** may be administered in order to determine the level of Spanish reading achievement, then the **ENGLISH READING COMPREHENSION TEST** may be administered to determine the level of English reading comprehension. The scores on the **SPANISH READING COMPREHENSION TEST** and **ENGLISH READING COMPREHENSION TEST**

could then be compared in order to determine the relationship between the two abilities. It would be possible to compare raw scores and determine his levels of bilingualism, or compare the grade level equivalents in order to determine the levels of bilingualism. It is possible to describe a student as being bilingual at the 8.0 grade level, but his Spanish is 3 years higher. It is also possible to say that a student is perfectly bilingual at the 7th grade level.

f. As a **research tool.** This test may be used to examine many different research ideas that are controversial, such as; which bilingual education program teaches English best, or Spanish best; which bilingual education program develops true bilinguals; how much Spanish does a student forget after being in the United States for 3 years, etc. The research potential for the **SPANISH READING COMPREHENSION TEST** is tremendous.

3. **AN EVALUATION INSTRUMENT FOR THOSE UNITED STATES STUDENTS WHO ARE STUDYING SPANISH AND WANT TO COMPARE THEIR SPANISH** reading ability with their friendly neighbors South of the border. Teachers of Spanish at all grade levels from K through adults can now tell their students that they read Spanish as well as the average 4th, 5th, or 10th grader in Mexico. They can suggest to their students that they are ready to venture into Mexico to practice their reading and speaking, because they can now read all of the signs, etc. The **SPANISH READING COMPREHENSION TEST** may also be used as a pre and posttest to measure total growth or learning in Spanish. The teachers of Spanish may now say to their students that during this semester they gained four, five, or six months when compared with the students in Mexico.

4. As an instrument to measure a student's degree of reading bilingualism. For most students of Spanish, there is a very close relationship between the ability to read and understand a language, and the ability to speak the language. Please see item 3 above for a further explanation.

5. As an instrument to measure the Spanish reading achievement of the students in the school and to report the information to the school. Achievement is important in whichever language it is learned. Many students have achieved a great deal in their native language, but they are never given credit for that valuable asset, and the school board, parents, teachers, and others don't realize that their children have achieved and have learning

ability and potential. Often schools report an overall reading average which is low, but they have not given the students an opportunity to reflect the achievements gained in their native language. A school should be able to report that their 8th grade students are functioning at the 8th grade level in English, and at the 7th grade level in Spanish. Please remember that a special effort must be made with students if they are to achieve at grade level in two languages. It is unrealistic to expect that students will achieve at their grade level in two languages until they have had an opportunity to learn and develop both languages to the same extent that native speakers in both languages have had.

MOST MEXICAN STUDENTS START SCHOOL IN GRADE 1.

MEXICAN EDUCATIONAL SYSTEMS AND BACKGROUND INFORMATION

In Mexico, as in the U.S., most of the schools are very similar, but they have different funding sources. There are:

a. Federal schools, those operated by the Federal Government,
b. State schools, those operated by the state government,
c. Municipal schools, those operated by the municipal governments,
d. Combination schools, those operated by a combination of federal, state, and municipal government,
e. Private schools, those schools operated by private concerns, usually non-religious,
f. Private religious schools, usually operated by the Catholic Church.

The federal government provides the textbooks for **ALL** of the Primaria Schools (elementary) in Mexico. All of the books used at the elementary level are provided **FREE** to all of the students. All elementary or Primaria schools in Mexico use the **SAME** textbooks for reading, math, natural sciences and social sciences. Student workbooks are also provided for most school subjects. Teacher workbooks are provided for the subjects taught in the Primaria, therefore, there is a great similarity of teaching methods. School attendance is compulsory in Mexico through the sixth grade.

For purposes of this study, it was very convenient to find the same curriculum throughout the country used for each grade level, and because I studied the reading textbooks very carefully when selecting the stories to be included in this test, I felt very comfortable and assured that the stories would have the same difficulty level in all parts of the country.

PRIMARIA (Elementary Level)

School attendance is compulsory at the Primaria level for all Mexican students. All texts are provided free to the students. The subjects taught include reading, mathematics, natural sciences and social sciences. There are approximately thirty to fifty students in each classroom. In most cases, the students must successfully complete tests, usually criterion referenced tests, before they are passed to the next grade. When a student successfully completes a grade, he is given a certificate that indicates his successful completion, and he must show the certificate before he is allowed to continue on to the next grade. If the student does **NOT** successfully complete a grade, then he must repeat the grade. If a student does not complete successfully the second, or repeat year, then he is usually invited to attend night school, or an afternoon school for students who need special help with their learning. **MOST MEXICAN STUDENTS START SCHOOL IN GRADE 1.**

SECUNDARIA (Junior High Level)

After a student graduates from the Primaria, he must take an exam in order to qualify for admission into the junior high school. The Secundaria will select as many students as they can accommodate. The selection is accomplished by use of a roster which ranks students from high scores to low. Because of this selection process, there is a wide range of ages in the Secundaria. Some students may work before they continue their education, and others may not be selected the first year they apply and have to wait an additional year before they are admitted into the Secundaria. The courses taught at the Secundaria level usually include Spanish, mathematics, science, social science, shop classes, secretarial courses, and other trade courses, etc. The range of subjects available is often comparable to the selection that students have in the United States.

PREPARATORIA (High School)

After a student graduates from the Secundaria, he again takes an examination in order to qualify for the Preparatoria. The tests are machine scored in the Department of Education in Mexico City, and the scores are returned to the schools. The schools select the students for admittance, again starting with the top scorers and working down the list to include as many students as they are able to accommodate in their schools. At the Preparatoria level, students are required to provide all of their own books and other educational materials. Most of the students studying in the Preparatoria are preparing to attend a university. The students must attend an accredited Preparatoria if they are to be accepted at the university. The Preparatoria curriculum is generally comparable to the wide range of courses offered at any large high school in the United States. The course offerings include a wide range of Spanish courses, from Spanish grammar to Spanish poetry and literature. The humanities include Greek mythology, art appreciation, theatre and music. The sciences include physics, chemistry, astronomy, biology, botany, and geography. The mathematics selections include algebra, geometry, calculus, trigonometry and statistics. The university system, to which these Preparatoria students aspire, generally consists of one major state university in each state.

THE TEACHERS in the Primaria are educated in the normal schools, while the teachers at the Secundaria level have been educated in the normal schools, and also have additional training or classwork in their special subject areas at an advanced level.

There are inspectors from the school administration offices who monitor the classroom instruction at all grade levels. The teachers have regular preservice, inservice, and summer school courses to keep them abreast of advanced techniques, newcurriculum, etc.

The educational system generally follows a European model, and it was not unusual to hear educators refer to visits to European educational programs.

SUGGESTIONS FOR PSYCHOLOGISTS AND EVALUATORS

PSYCHOLOGIST INFORMATION:

ACHIEVEMENT

If the psychologist is evaluating a student in order to determine what a student has achieved in his native language in his native country, then this test should be administered. The psychologist should consider how many years the student spent in the Mexican schools, and what grade the student completed. If the student scores at a level comparable to the grade that he completed, then the student has shown that he is capable of learning at an average rate, and the student does **NOT** have a learning problem, but rather needs the opportunity to learn English in order to continue his education.

BEFORE beginning the testing session with the student, the psychologist should obtain background information about the last grade in school that the student completed, or the last grade that the student attended. This information **MAY** be related to the student's age, but there may be **NO** relationship to the student's age because although the primary school is complusory in Mexico, not all students are able to attend. Most of the students start the first grade at about seven years of age, but many students are not able to begin until they are older than seven. Additionally, there are some students who have attended preschool before they enter the first grade, and they may be even younger than the majority of the students. A few students may not have been able to attend school at all.

The year or grade in school that the student **HAS COMPLETED** is the best indicator of what the student should have learned in the schools. Please ask if the student actually completed the last grade attended, or if the student only attended for a few months, etc. After the psychologist has gathered the appropriate information, he will be better able to interpret the test results. (Please read page 5.)

MENTALLY GIFTED

If the school psychologist is trying to determine the potentially mentally gifted Spanish speaking students, he should gather the educational background information about the student in order to properly evaluate the test results. The test will provide the psychologist with percentile rankings at each grade level, and the psychologist would then be able to identify the top 2% of the students, and then begin processing that information in developing the entire profile for the student.

LEARNING DIFFICULTIES

If the school psychologist is trying to determine if a student has a learning problem or a learning-the-language problem, then this test will be able to provide some additional information. If the psychologist has the school background information for the student, and if the student scores in the bottom quartile on the **SPANISH READING COMPREHENSION TEST,** this may be an indication that the student is having learning problems along with the normal problems related to acquisition of a new language. The psychologist should then determine whether he should deal with the learning problem or the language problem. It may be best to try to teach the student sufficient functional English so that the student will be able to communicate and learn in English, and then to begin to deal with the learning problem.

ADULT SPANISH READING COMPREHENSION

If the psychologist has reason to determine the Spanish reading comprehension level of adults for placement, or for identification for another type of training, then the test should be administered in order to determine at which level the adult is functioning, either for further instruction in his own language or in another language. The test can also be used as a pre and post measure to determine the amount of learning achieved. Teaching adults is particularly rewarding because research shows that; the more the adults learn, the more likely they are to transfer this learning to their children; the more likely they are to be concerned with their children's education; and the more capable they are to assist their children with school. The adults can be rated on the grade level norms that were developed for the students in Grades 1-12.

USAGE WITH BILINGUAL EDUCATION PROGRAMS

If the teacher needs to know the level of achievement of the student for placement into classes where they will be taught Spanish reading comprehension, then the psychologist may want to administer the test in order to determine the actual level of the student's ability to comprehend Spanish, and to determine the grade level for proper placement. If the teacher wants to identify the student's grade level of Spanish reading comprehension, then the psychologist may want to administer this test in order to determine where to begin with the students in a particular grade level. The teacher may want to determine the level of Spanish reading comprehension of the student before the student is placed

into a particular group. The teacher or psychologist will want to administer the test to determine their level of achievement at the beginning of the year, and then to administer the same test at the end of the year in order to determine growth in Spanish reading comprehension.

In bilingual programs, there may be students who are having difficulty with the concepts and ideas being presented. This may be because some students have had more education in Spanish, and are better able to understand the concepts. Some students who are having difficulty in the bilingual education classes may not have had a sufficient background in Spanish instruction.

The test can provide the teacher with the information that indicates how successful the student was with his own language, and in his own culture, and whether the student has limited ability to learn and to grow intellectually. A student who has learned in one country undoubtedly has the potential to learn in another country if he is placed in a learning environment that utilizes his previous learning.

MOST MEXICAN STUDENTS START SCHOOL IN GRADE 1.

TEST DEVELOPMENT:

This test was discussed with Mexican educators who felt that the test could provide them with much valuable information for use in their schools, and they also felt it would be especially valuable to American educators who would be working with students who had completed some, or all, of their education in Mexico. It was agreed that the test should emphasize Spanish reading comprehension because it is such an important skill.

The reading textbooks used in Grades 7 through 12 were selected for the extraction of stories to be included in this test. The three most popular Spanish reading textbooks at each grade level were selected in order to insure that the difficulty level and content would be representative of the curriculum used in Mexico.

Stories were selected from the beginning, middle and end of each of the textbooks in Grade 7-12. The stories were then arranged in order of difficulty with the beginning first grade story, then the middle first grade story, etc. Questions were then written for each of the stories. The questions were designed to reflect order of difficulty, with the easiest items being first, etc. As the format for the test items was developed, an effort was made to write the items in a format that could be easily understood by the students. Other tests currently in use in Mexican schools were studied in order to verify that the format would be easily understood by the students.

Throughout the process of test development, Mexican educators were available as consultants, and were eager to offer suggestions and to suggest particular items that should be incorporated into the test. I worked particularly closely with several educators employed directly by the Mexican federal government.

ITEM TRYOUT:

The test items were orginally tried in the state of Baja California. The test results of the original administration were examined very carefully in order to determine that the item had some test value. A biserial correlation was computed for each item so as to insure that the items were correlated with the total score. Only those items that had a biserial correlation of $\pm .25$ were included in the test revision.

The item analysis program provided the data to determine the difficulty level of each item, the percent of students giving each option as the answer to each item, the relationship between response to each item and the total score of the test, and the reliability of the test. The item analysis allowed identification of items that were ambiguous, too

easy, too difficult, or otherwise unsuitable. After each trial administration, the test was revised. A final form of the test was developed after three tryout administrations were conducted.

SAMPLE ADMINISTRATION:

In standardizing the test it was administered to students in rural and urban areas. Approximately one-half of the students in the standardization population were from rural areas, and one-half of the students lived in urban areas. The test was administered in the states of Baja California, Sonora, Chihuaha, Coahuila, Nuevo Leon, and the state of San Luis Potosi. The capital cities in each state were included as well as the rural areas. At each school, I would explain the administration procedure to the teachers, who in turn would explain and administer the tests to their students. It generally took about five minutes to explain the directions to the students, 25 minutes to administer the test, and after the test had been completed by each group, the tests would be returned to the school office. Grades 7 through 12 were sampled in **EACH** of the schools I visited. This was done in order to insure that there would be a representative sampling of students from the rural and urban areas.

Most of the school principals and administrators were most cooperative and very helpful, because they felt that this instrument would be very helpful to the students who had received some education in Mexico, but who had moved to the United States to complete their education. While the tests were being administered in the classrooms, I generally walked from room to room to insure that the administration was accurate, and that the teachers were staying within the prescribed time limitations.

CONTENT VALIDITY

The Mexican government provides textbooks for students in Grades 1 through 6, however, students in Grades 7 through 12 must purchase their own school books. There are two or three textbooks most widely used at each grade level, therefore they were selected in order to insure that the test would have content validity, since most of the students in Mexican schools were familiar with their content and the difficulty level.

VALIDITY

Each teacher was asked to rank the students in the class on reading ability, and the test results were compared with the teacher rankings. The Pearson Correlation was computed for each grade level.

The following Pearson correlations are presented by grade-

7	+.55
8	+.57
9	+.48
10	+.59
11	+.65
12	+.59

The above correlations correspond with the comparison of the teacher rankings of the students on reading ability and the students scoring on the **SPANISH READING COMPREHENSION TEST.**
Many of the teachers had some difficulty with ranking of the students because they wanted to consider grammar and oral reading along with the Spanish reading comprehension. The teachers were asked to rank the students who took the test starting with a rank of 1 for the top student.

RELIABILITY

The Kuder-Richarson Reliability Coefficients for Grades 1-6 are shown below. The table represents odd-even split-half reliability coefficients.

GRADES	K-R RELIABILITY
7	.89
8	.94
9	.92
10	.88
11	.90
12	.94

The following information shows the number of students in the Mexican schools, by grade level, who took the test during the standardization process in Mexico. The standardization was completed in Mexico during January-April 1978.

SPANISH READING COMPREHENSION

GRADE	NUMBER OF STUDENTS
7	596
8	564
9	538
10	604
11	478
12	422

MOST MEXICAN STUDENTS START SCHOOL IN GRADE 1.

INTERPRETATION OF SCORES; NORMS

Raw scores on the **SPANISH READING COMPREHENSION TEST** and the **ENGLISH READING COMPREHENSION TEST**, unless they are being used to compare degrees of bilingualism, have very little meaning in themselves. Raw scores acquire meaning by comparison with the scores of some reference group or groups. Comparison may be made with a series of groups that yield one or more types of norms, such as grade norms, percentile norms, or quartile groupings. These **NORMS** are determined by the scores made by the national sample of pupils tested in the standardization program. Scores on the **SPANISH READING COMPREHENSION TEST** and the **ENGLISH READING COMPREHENSION TEST** may be translated into grade equivalents, percentile ranks, and quartile groupings. All **SPANISH READING COMPREHENSION TEST** and **ENGLISH READING COMPREHENSION TEST** norms are based on the total enrollment in regular classes at each grade level.

PERCENTILE RANK

A percentile rank tells the percentage of pupils in a given grade that obtained scores equal to or less than a certain score. For example, if Karla obtains a percentile rank of 60, this means that 60 percent of the pupils in the norm group for a given grade scored equal to or less than Karla. Percentile ranks indicate the relative standing of a pupil in comparison with the norm group. Percentile ranks range from a low of 1 to a high of 99, with 50 always indicating average or typical performance. They are fairly easy to understand and can be easily explained to pupils, parents, and other laymen.

One caution in particular should be kept in mind when using percentile ranks. Percentile ranks tend to be "bunched up" in the middle of the scale and spread out toward the end of the scale. Thus, an increase of a few raw score points might translate into an increase of 20 percentile points in the middle of the scale, and an increase of only 2 percentile points at either end of the scale.

GENERAL DIRECTIONS FOR ADMINISTERING THE SPANISH AND ENGLISH READING COMPREHENSION TESTS

1. Before beginning a test, the examiner should see that the desks are cleared and that each pupil has one or two sharpened pencils. A supply of extra pencils should be at hand.
2. A natural classroom situation should be maintained as far as possible.
3. Provision should be made to insure quiet and freedom from interruptions of any kind. This may be accomplished by posting on the door of the room a sign reading, "Testing. Do Not Disturb."
4. The examiner should make sure that the pupils understand what they are to do in each test and how they are to record their answers. This can be done best by reading the directions verbatim and supplementing with explanations as questions from the pupils indicate need. When doing this, the examiner should never give help on specific test questions, but may clarify the directions.
5. After a test has been started, the examiner should move quietly about the room to see that the instructions are being followed. When they are not, he should make further explanations for the individual pupil, but should not disturb the entire class unless the misunderstanding seems general.
6. The examiner should adhere rigidly to the time limits. A stop watch or a watch with a second hand should be used in order to guarantee a uniformity of time. It is advisable to record on the chalkboard or on notepaper the starting time in hours, and minutes.
7. Every effort must be made to prevent pupils from helping each other. Otherwise a true picture cannot be obtained of the extent of pupil achievement or of difficulties and the reasons for them. Arranging the situation so that pupils cannot copy from each other is better than reminding them constantly that they are not to look at each other's papers.

ENGLISH AND SPANISH TEST ADMINISTRATION DIRECTIONS

The Spanish directions have been written below the English directions to help the test administrator compare the two if needed.

The Spanish directions would be used with monolingual Spanish speaking students. If in doubt, both the Spanish and English directions should be read to the student.

TEACHER reads aloud the following which is within "quotes".
(FIRST ask the students to take EVERYTHING off their desks except a pencil.)

"Alumnos, por favor de quitar todo de la mesa excepto un lápiz."

"Today we are going to take a reading comprehension test. Please listen carefully as we read together the instructions for the test. DO NOT BEGIN until you are told."

"Hoy vamos a tomar un examen de comprensión de lectura. Escuchen por favor, mientras que leo las instrucciones. No deben de comenzar hasta que yo les digo."

(DISTRIBUTE one test booklet and one answer sheet to each student. Write the date on the chalkboard.)

"Please write your name, age, grade, and the name of our school..... on the ANSWER SHEET." (PAUSE to allow students to complete these directions.)
"Favor de poner tu nombre, edad, grado, y nombre de nuestra escuela en la PAGINA DE RESPUESTAS."

"In this booklet, there are many stories and questions. READ EACH STORY, then mark the correct answer ON THE ANSWER SHEET."
"En este papel hay historias y preguntas. LEE CADA historia y marca ⊗ la letra de la respuesta correcta EN LA PAGINA DE RESPUESTAS."

EXAMPLE:

(Story)
"THE MARKET"

We went to the market to buy some fruit. I wanted some strawberries, but my mother said that we should buy bananas because the strawberries were too expensive.

(Question)
1. They went to the market to buy:
   a. paper
   b. fruit. (Correct Response)
   c. shoes.
   d. meat.

Item "b" is the correct response.
On the answer sheet **you would mark "b" as follows:**

EXAMPLE 1. a ○ b ⊗ c ○ d ○

(Mark the correct answer inside the circle)

You may use a pencil or a pen.

EJEMPLO:

"EL MERCADO" (La Historia)

Fuimos al mercado a comprar la fruta. Yo quería fresas pero mi mamá dijo que mejor plátanos porque las fresas estaban muy caras.

(Pregunta)

1. Fueron al mercado a comprar:
   a. papel.
   b. fruta. **(la respuesta correcta)**
   c. zapatos.
   d. carne.

"b" es la respuesta correcta.
En la página de respuestas **debes de MARCAR la "b" como está abajo en el ejemplo**

EJEMPLO

A	B	C	D
○	⊗	○	○

"Do your best in answering each question in this booklet, although you may not be able to answer all of the questions. Raise your hand if you have any special questions or if you need another pencil. Answer all the questions that you understand, and continue working until I ask you to stop."
"Traten de contestar cada pregunta en este folleto, aungue no puedan contestarles todos. Levanten la mano si tienen preguntas especiales o si necesitan otro lápiz. Contesten todas las preguntas que puedan entender, y continuen trabajando hasta que yo les pida que paren."

"Turn the page and begin."
"Denle vuelta a la página y pueden empezar."

(Teacher . . . allow the students to work for **ONLY** 25 minutes. Then collect the test booklets. Please see the Student Test Information Recording Page)

AFTER THE TEST HAS BEEN STARTED, THE EXAMINER SHOULD MOVE QUIETLY ABOUT THE ROOM TO SEE THAT THE INSTRUCTIONS ARE BEING FOLLOWED. WHEN THEY ARE NOT, PLEASE MAKE FURTHER EXPLANATIONS FOR THE INDIVIDUAL PUPIL. TRY TO AVOID DISTURBING THE ENTIRE CLASS UNLESS THE MISUNDERSTANDING SEEMS GENERAL.

Please refer to the **STUDENT TEST INFORMATION RECORDING PAGE** for information about scoring the tests, then refer to the **TABLE OF GRADE LEVEL EQUIVALENTS** and the appropriate page for **PERCENTILE RANKINGS.**

STUDENT EXPECTATIONS

Very few students will complete this test within the allocated time limit because the test has a high ceiling in order to measure the achievement of the high achieving students. Most of the students will be able to achieve the number of items correct that are **expected** for their **grade level.** Please become familiar with the norms for your particular grade level before you administer the test in order that you will have realistic expectations for your students.

TIME FACTORS

This test has time limits in order to insure that the students will not become bored with the test-taking exercise. Time limits insure that the students will not become fatigued while taking the test, but the students will be as fresh as possible when they are taking the test. The time limits will allow the average student to succeed on most of the items written for his grade level.

SPANISH READING COMPREHENSION

PERCENTILE RANKS - End of year

Grade 7

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
81		
80		
79		
78		
77		
76		
75		
74		
73		
72		
71		
70		
69		
68		
67		
66		
65		
64		
63		
62		
61		
60		
59		
58		
57	99 %ILE	
56	97.8	
55	97.8	
54	97.8	
53	96.8	
52	96.8	
51	96.8	
50	95.7	
49	92.5	
48	92.5	
47	91.4	
46	90.3	
45	88.2	
44	86.0	TOP QUARTILE
43	82.8	
42	81.7	
41	79.6	
40	75.3	
39	72.0	
38	66.7	3RD QUARTILE
37	62.4	
36	57.0	
35	52.7	

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
34	47.3	
33	41.9	
32	37.6	2ND QUARTILE
31	31.2	
30	28.0	
29	25.8	
28	24.7	
27	19.4	
26	17.2	BOTTOM QUARTILE
25	11.8	
24	8.6	
23	6.5	
22	2.2	
21	1.1	
20	BELOW 1%ILE	
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

SPANISH READING COMPREHENSION

PERCENTILE RANKS - End of year

Grade 8

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
81	99 %ILE	
80		
79		
78		
77		
76		
75		
74		
73		
72		
71		
70		
69		
68		
67		
66		
65		
64		
63		
62		
61		
60	99 %ILE	
59	98.3	
58	98.3	
57	97.4	
56	96.1	
55	94.8	
54	94.8	
53	94.4	
52	93.1	
51	92.7	TOP QUARTILE
50	92.7	
49	89.2	
48	88.4	
47	86.6	
46	82.3	
45	79.7	
44	75.9	

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
43	74.1	
42	73.3	
41	70.7	
40	68.1	
39	67.2	3RD QUARTILE
38	62.1	
37	56.9	
36	53.0	
35	47.0	
34	40.5	
33	37.1	2ND QUARTILE
32	30.2	
31	28.0	
30	24.6	
29	19.4	
28	18.1	
27	14.2	
26	11.6	
25	8.6	
24	7.3	
23	5.2	BOTTOM QUARTILE
22	4.7	
21	3.9	
20	3.0	
19	1.3	
18	1.3	
17	1.0	
16	BELOW 1 %ILE	
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

SPANISH READING COMPREHENSION
PERCENTILE RANKS · End of year
Grade 9

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
81	99 %ILE	
80		
79		
78		
77		
76		
75		
74		
73	99 %ILE	
72	98.7	
71	98.7	
70	98.7	
69	98.7	
68	97.3	
67	96.5	
66	96.5	
65	96.5	
64	95.6	
63	95.1	TOP QUARTILE
62	94.2	
61	93.4	
60	93.4	
59	92.0	
58	89.4	
57	87.6	
56	85.0	
55	83.6	
54	81.4	
53	79.2	
52	72.6	
51	70.4	
50	68.1	
49	65.5	
48	61.9	3RD QUARTILE
47	58.4	
46	57.1	
45	53.5	
44	50.4	

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
43	47.8	
42	43.8	
41	38.9	2ND QUARTILE
40	34.1	
39	31.0	
38	28.3	
37	24.8	
36	22.1	
35	21.2	
34	15.9	
33	14.2	
32	11.1	
31	10.2	
30	7.5	
29	4.9	BOTTOM QUARTILE
28	4.0	
27	3.5	
26	3.1	
25	2.7	
24	1.8	
23	1.0	
22	BELOW 1%ILE	
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

SPANISH READING COMPREHENSION

PERCENTILE RANKS - End of year

Grade 10

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
81	99 %ILE	
80		
79		
78		
77		
76		
75	99 %ILE	
74	98.8	
73	98.8	
72	98.0	
71	97.6	
70	97.6	
69	96.8	
68	96.0	
67	94.7	
66	93.9	TOP QUARTILE
65	91.5	
64	90.3	
63	89.9	
62	87.9	
61	85.8	
60	85.0	
59	82.6	
58	78.9	
57	76.9	
56	73.7	
55	71.7	
54	70.0	
53	66.8	
52	64.0	
51	61.1	3RD QUARTILE
50	59.9	
49	57.5	
48	55.9	
47	51.0	

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
46	48.2	
45	42.5	
44	38.1	
43	35.2	
42	34.0	2ND QUARTILE
41	32.8	
40	31.2	
39	29.6	
38	25.1	
37	21.1	
36	19.4	
35	17.8	
34	15.8	
33	12.1	
32	11.7	
31	10.9	
30	10.5	
29	6.5	BOTTOM QUARTILE
28	6.5	
27	6.1	
26	5.3	
25	4.0	
24	2.8	
23	2.4	
22	2.4	
21	2.0	
20	1.6	
19	1.0	
18	BELOW 1 %ILE	
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

SPANISH READING COMPREHENSION

PERCENTILE RANKS - End of year

Grade 11

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
81	99 %ILE	
80		
79		
78		
77		
76	99 %ILE	
75	98.9	
74	98.4	
73	96.8	
72	96.3	
71	95.2	
70	95.2	
69	93.7	
68	93.1	
67	91.5	TOP QUARTILE
66	89.9	
65	88.9	
64	86.2	
63	85.2	
62	84.1	
61	81.5	
60	77.8	
59	75.7	
58	71.4	
57	68.3	
56	65.1	
55	62.4	3RD QUARTILE
54	60.3	
53	56.6	
52	53.4	
51	49.2	
50	46.0	
49	43.9	
48	41.3	
47	35.4	2ND QUARTILE
46	33.9	
45	31.7	
44	28.0	
43	25.9	
42	25.4	

Spanish Reading Comprehensive Test Raw Score	%ile Ranks Based on Mexican Schools	
41	21.7	
40	20.6	
39	18.0	
38	15.9	
37	14.3	
36	11.6	
35	11.1	
34	9.0	
33	7.9	
32	6.9	BOTTOM QUARTILE
31	5.3	
30	3.7	
29	3.7	
28	2.6	
27	2.6	
26	2.6	
25	2.6	
24	1.1	
23	1.1	
22	1.0	
21	BELOW 1ST %ILE	
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

SPANISH READING COMPREHENSION

PERCENTILE RANKS · End of year

Grade 12

(Please read the explanation of percentile ranks in this manual)

Spanish Reading Comprehension Test Raw Score	%ile Ranks Based on Mexican Schools	
81	99 %ILE	
80		
79		
78		
77	99 %ILE	
76	98.5	
75	97.1	
74	97.1	
73	96.4	
72	95.6	
71	94.2	
70	94.2	
69	93.4	
68	92.7	
67	92.7	TOP QUARTILE
66	91.2	
65	91.2	
64	89.1	
63	89.1	
62	87.6	
61	85.4	
60	82.5	
59	78.1	
58	74.5	
57	70.1	
56	64.2	
55	61.3	
54	59.1	3RD QUARTILE
53	56.2	
52	54.7	
51	51.1	
50	45.3	
49	40.1	
48	38.0	
47	38.0	2ND QUARTILE
46	36.5	
45	32.8	
44	27.7	
43	24.1	
42	23.4	
41	19.0	
40	16.1	
39	13.1	
38	11.7	
37	10.2	BOTTOM QUARTILE
36	9.5	
35	7.3	
34	5.8	
33	3.6	
32	1.5	
31	1.0	
30	BELOW 1ST %ILE	
29		
28		
27		
26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

➤ ENGLISH PERCENTILE RANKS

The English Reading Comprehension Test was translated from the original Spanish Reading Comprehension Test which was developed in Mexico. The test was then administered to American students in grades 7 through 12. The English Reading Comprehension Test was administered in the states of California, Illinois, Arizona, New Mexico, New York and Colorado. The schools that were used in the study were selected to represent different parts of the United States, and all students tested were fluent English speakers.

Percentile ranks were computed for each grade level. The percentile ranks are almost identical between the Mexican and American schools.

The validity and reliability coefficient were not computed with the students in the United States because of insufficient preparation time.

Shown below are the number of students in each of the different grade levels who participated in the American testing sample.

GRADE	NUMBER OF STUDENTS
7	414
8	368
9	172
10	468
11	336
12	236

PLEASE REMEMBER THAT BILINGUALISM MAY BE MEASURED BY COMPARING THE RAW SCORES ON THE SPANISH READING COMPREHENSION TEST WITH THE RAW SCORES ON THE ENGLISH READING COMPREHENSION TEST, OR YOU MAY WANT TO COMPARE THE GRADE LEVEL EQUIVALENTS AND THE PERCENTILE RANKS.

ENGLISH READING COMPREHENSION

PERCENTILE RANKS - End of year

> Grade 7

(Please read the explanation of percentile ranks in this manual)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
81		
80		
79		
78		
77		
76		
75		
74		
73		
72		
71		
70		
69		
68	99% ILE	
67	97.8	
66	96.4	
65	96.4	
64	95.7	
63	94.9	
62	93.5	
61	91.3	
60	89.9	
59	87.7	TOP QUARTILE
58	87.0	
57	85.5	
56	82.6	
55	81.9	
54	76.8	
53	73.9	
52	71.0	
51	68.1	
50	65.9	
49	63.8	3RD QUARTILE
48	63.0	
47	63.9	
46	60.9	
45	59.4	
44	54.3	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
43	48.6	
42	47.1	
41	44.9	
40	42.0	
39	39.1	
38	34.8	2ND QUARTILE
37	34.8	
36	32.6	
35	31.9	
34	30.4	
33	26.8	
32	24.6	
31	21.7	
30	21.0	
29	18.8	
28	18.8	
27	17.4	
26	15.9	
25	14.5	
24	12.3	
23	9.4	BOTTOM QUARTILE
22	8.0	
21	7.2	
20	5.8	
19	5.1	
18	5.1	
17	4.3	
16	2.9	
15	2.2	
14	2.2	
13	2.2	
12	1.4	
11	1.4	
10	BELOW 1%ILE	

ENGLISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 8

(Please read the explanation of percentile ranks in this manual)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
81		
80		
79		
78		
77		
76		
75		
74		
73		
72		
71		
70		
69		
68		
67		TOP QUARTILE
66		
65	99%ILE	
64	98.9	
63	96.7	
62	95.7	
61	92.4	
60	92.4	
59	91.3	
58	87.0	
57	79.3	
56	77.2	
55	73.9	
54	73.9	
53	70.7	
52	67.4	
51	66.3	3RD QUARTILE
50	63.0	
49	63.0	
48	59.8	
47	56.5	
46	53.3	
45	50.0	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
44	45.7	
43	41.3	
42	37.0	2ND QUARTILE
41	33.7	
40	30.4	
39	27.2	
38	23.9	
37	20.7	
36	19.6	
35	18.5	
34	16.3	
33	14.1	
32	10.9	
31	8.7	BOTTOM QUARTILE
30	8.7	
29	6.5	
28	6.5	
27	5.4	
26	4.3	
25	4.3	
24	4.3	
23	4.3	
22	3.3	
21	2.2	
20	1.7	
19	1.2	
18	BELOW 1%ILE	
17		
16		
15		
14		
13		
12		
11		
10		

ENGLISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 9

(Please read the explanation of percentile ranks in this manual)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
81		
80		
79		
78		
77		
76		
75		
74		
73		
72		
71		
70		
69		
68		
67		
66		
65	99%ILE	TOP QUARTILE
64	97.7	
63	93.0	
62	90.7	
61	86.0	
60	86.0	
59	83.7	
58	81.4	
57	76.6	
56	74.4	
55	67.4	
54	65.1	
53	65.1	
52	62.8	3RD QUARTILE
51	62.8	
50	60.5	
49	55.8	
48	55.8	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
47	46.5	
46	39.5	
45	37.2	
44	34.9	
43	30.4	2ND QUARTILE
42	30.4	
41	27.9	
40	25.6	
39	23.3	
38	20.9	
37	20.9	
36	16.3	
35	16.3	
34	16.3	
33	9.3	BOTTOM QUARTILE
32	9.3	
31	9.3	
30	7.0	
29	6.4	
28	5.7	
27	3.2	
26	1.8	
25	BELOW 1%ILE	
24		
23		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		

ENGLISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 10

(Please read the explanation of percentile ranks in this manual)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
81		
80		
79		
78		
77		
76		
75	99%ILE	
74	98.7	
73	98.	
72	98.1	
71	98.1	
70	96.2	
69	95.5	
68	94.9	
67	94.9	TOP QUARTILE
66	94.2	
65	94.2	
64	93.6	
63	92.3	
62	90.4	
61	89.1	
60	87.8	
59	84.6	
58	80.1	
57	73.7	
56	65.4	
55	62.8	
54	60.3	3RD QUARTILE
53	57.7	
52	52.6	
51	50.6	
50	45.5	
49	42.9	
48	41.7	
47	38.5	
46	35.3	2ND QUARTILE
45	32.1	
44	28.2	
43	25.0	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
42	22.4	
41	17.9	
40	17.3	
39	16.7	
38	16.0	
37	13.5	
36	10.9	
35	9.0	
34	8.3	BOTTOM QUARTILE
33	7.1	
32	5.1	
31	4.5	
30	2.6	
29	1.9	
28	1.9	
27	1.9	
26	1.9	
25	1.3	
24	BELOW 1%ILE	

ENGLISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 11

(Please read the explanation of percentile ranks in this manual)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
81		
80		
79		
78		
77		
76		
75		
74		
73		
72		
71	99% ILE	
70	98.8	
69	98.8	
68	97.6	
67	96.4	
66	96.4	
65	96.4	
64	94.0	TOP QUARTILE
63	94.0	
62	92.9	
61	90.5	
60	89.3	
59	84.5	
58	75.0	
57	70.2	
56	63.1	
55	60.7	3RD QUARTILE
54	60.7	
53	52.4	
52	47.6	
51	44.0	
50	42.9	
49	41.7	
48	35.7	2ND QUARTILE
47	34.5	
46	29.8	
45	27.4	
44	26.2	
43	25.0	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
42	21.4	
41	21.4	
40	16.7	
39	15.5	
38	14.3	
37	13.1	
36	11.9	
35	9.5	
34	9.5	
33	7.1	BOTTOM QUARTILE
32	4.8	
31	3.6	
30	3.6	
29	2.4	
28	2.4	
27	1.2	
26	1.2	
25	1.2	
24	1.2	
23	1.2	
22	1.2	
21	1.2	
20	1.2	
19	1.2	
18	1.2	
17	1.2	
16	1.2	
15	1.2	
14	1.2	
13	1.2	

ENGLISH READING COMPREHENSION

PERCENTILE RANKS · End of year

> Grade 12

(Please read the explanation of percentile ranks in this manual)

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
81		
80		
79		
78		
77	99% ILE	
76	96.6	
75	94.9	
74	91.5	
73	91.5	
72	88.1	
71	86.4	TOP QUARTILE
70	86.4	
69	84.7	
68	81.4	
67	78.0	
66	78.0	
65	76.3	
64	72.9	
63	67.8	
62	66.1	
61	64.4	3RD QUARTILE
60	55.9	
59	52.5	
58	52.5	
57	49.0	
56	45.0	
55	40.7	
54	35.6	2ND QUARTILE
53	33.9	
52	32.2	
51	28.8	

English Reading Comprehension Test Raw Score	%ile Ranks Based on American Schools	
50	23.7	
49	22.0	
48	20.3	
47	20.3	
46	16.9	
45	16.9	
44	15.3	
43	15.3	
42	15.3	
41	11.9	
40	11.9	BOTTOM QUARTILE
39	10.2	
38	10.2	
37	8.5	
36	8.5	
35	6.8	
34	6.8	
33	3.4	
32	3.4	
31	1.0	
30	BELOW 1%ILE	
29		

ABOUT THE AUTHOR . . .

Dr. Steve Moreno earned his doctorate from the University of Northern Colorado in 1967, with a major in School Psychology and Psychological Testing, and a minor in Special Education. His doctoral dissertation was the complete development of a personality test based on the overt behavior of students.

Dr. Moreno has previously developed a widely used test that measures Oral English Proficiency and Oral Spanish Proficiency. These tests have been adopted for school use in many states. A Quick Language Assessment Inventory recently added also enjoys wide usage in many school districts.

Dr. Moreno has worked as an elementary school teacher, a school psychologist for grades K to adult, a university professor, and as an evaluation consultant to many school districts. He is a member of numerous professional organizations, and has been a practicing school psychologist for the past ten years. He has a lifetime school psychologist credential, and is presently a full professor in the School of Education at San Diego State University.

He has also written a widely accepted series of eleven bilingual parent education booklets that are being used extensively throughout the United States. Dr. Moreno was born and raised in a bilingual Spanish speaking home in Colorado, and he is bilingual and bicultural. He has also traveled extensively in the United States and Mexico.

SPANISH READING COMPREHENSION

SS

(Comprensión de Lectura)

Grades 7 - 12 and Adults

PAGINAS DE HISTORIAS Y PREGUNTAS

ALUMNO

LEE LAS DIRECCIONES EN ESTA PAGINA

Favor de poner tu nombre, edad, grado, y nombre de la escuela en la PAGINA DE RESPUESTAS.

En este papel hay historias y preguntas. **Lee cada historia y marca** ⊗ la letra de la respuesta correcta **en la página de respuestas.** (Si la tienes, debes de usar un lápiz)

EJEMPLO:

"EL MERCADO" (La Historia)

Fuimos al mercado a comprar la fruta. Yo quería fresas pero mi mamá dijo que mejor plátanos porque las fresas estaban muy caras.

(Pregunta)

1. Fueron al mercado a comprar:
   a. papel.
   b. fruta. **(la respuesta correcta)**
   c. zapatos.
   d. carne.

"b" es la respuesta correcta.
En la página de respuestas **debes de MARCAR la "b" como está abajo en el ejemplo**

EJEMPLO	A	B	C	D
	○	⊗	○	○

(Debes de completar todas las que puedas)

(Dar vuelta a la página y puedes comenzar)→

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LEE CADA HISTORIA y MARCA la letra de la respuesta correcta **en la página de respuestas.**

"LAS MARIONETAS"

Beto estaba feliz. Había conseguido un boleto para la función de marionetas. Ahora ya estaba en su lugar y sólo faltaban cinco minutos para que comenzara el espectáculo.

Por fin empezó. Se apagaron casi todas las luces, se abrió la cortina del teatrito, y aparecieron desfilando, una tras otra, las marionetas. ¡Eran tantas! Apenas cabían en el escenario todas juntas, pero no había dos que vistieran del mismo color o que tuvieran la misma cara. ¡Y parecía que estaban vivas! Movían la cabeza, los pies, y una hasta saludó a Beto con la mano. Además casi no se veían las cuerdas que las movían.

1. Beto estaba feliz porque:
   a. no tenía que trabajar.
   b. tenía un boleto para las marionetas.
   c. no está malo.
   d. tenía un boleto para el fútbol.
2. Parecía que:
   a. estaban muertas.
   b. estaban durmiendo.
   c. estaban vivas.
   d. estaban malas.

"EL MUCHACHO Y EL COYOTE"

Esto que cuentan los pieles rojas sucedió hace mucho tiempo.

Era en aquellos lejanos días en que los hombres entendían el lenguaje de los animales: cuando el astuto coyote gris era buen amigo del indio.

En una tribu de pieles rojas vivía un muchacho de duras piernas ágiles y de mirada penetrante e inquieta. El joven saltaba en los bosques, subía a los picos y vadeaba los ríos junto con su inseparable coyote, compañero en el sueño y en la caza.

3. El compañero del joven era:
   a. un joven.
   b. un caballo.
   c. un coyote.
   d. una gallina.
4. ¿De qué color era el coyote?
   a. Amarillo
   b. Rojo
   c. Azul
   d. Gris
5. Las pieles de la tribu eran:
   a. amarillas.
   b. rojas.
   c. grises.
   d. azules.

"LOS JUGUETES"

Cuando mi madre estuvo grave, nosotros salimos de nuestro hogar. Mi abuela se llevó a mis hermanos más chicos y yo fui a la casa que era la más lujosa del pueblo. Mi compañero de banca vivía allí.

La casa no me gustó desde que llegué a ella.

La madre de mi compañero era una señora que andaba siempre recomendando silencio. Los criados eran serios y tristes. Hablaban como en secreto y se deslizaban por las piezas enormes como sombras. Las alfombras atenuaban los ruidos y las paredes tenían retratos de hombres graves, de caras apretadas por largas patillas.

Los niños jugaban en la sala de los juguetes sin hacer ruido. Fuera de aquella sala no se podía jugar. Estaba prohibido. Los juguetes estaban alineados cada uno en su lugar, como los frascos en las boticas.

6. La madre de su compañero:
   a. recomendaba silencio.
   b. no decía nada.
   c. recomendaba ruido.
   d. estaba grave.
7. Salieron de su hogar cuando:
   a. su papá estuvo grave.
   b. su mamá estuvo grave.
   c. su mamá estuvo bien.
   d. su papá estuvo bien.
8. Cuando los niños jugaban, era:
   a. con mucho ruido.
   b. con ruido y humor.
   c. sin ruido.
   d. con gritos y ruido.
9. Los juguetes estaban alineados:
   a. como frascos en la casa.
   b. como frascos en las boticas.
   c. como frascos en la tienda.
   d. como juguetes en la tienda.
10. Los criados eran:
    a. serios.
    b. felices.
    c. cómicos.
    d. curiosos.
11. El joven fue:
    a. a la casa vieja.
    b. a la casa más lujosa.
    c. a la casa azul.
    d. a la casa pequeña.
12. Sus hermanos fueron con:
    a. el papá.
    b. su tía.
    c. sus amigas.
    d. la abuela.

(Continuar)

LEE CADA HISTORIA y MARCA ☒ la letra de la respuesta correcta en la página de respuestas.

"LOS HIJOS DEL SOL"

En la región de los Andes peruanos, cerca del valle del Cuzco, hay una colina llamada Tampu-Tocco, que en lengua quechua - la lengua hablada por los pueblos muy antiguos de la zona Tihuanaco —quiere decir "Posada con nicho".

Cuenta una antigua leyenda india que en esta colina había tres cavernas de las cuales surgieron los fundadores del imperio inca.

De la cueva central salieron los hijos del Sol: Manco-Capac, sus tres hermanos, Cachi, Ucho, Auca, y sus cinco hermanas. De las cuevas laterales salieron los diez jefes de los primeros clanes con su gente.

Manco-Capac y sus hermanos, por ser de origen divino, se convirtieron en los jefes superiores de todos los clanes. Como la región próxima a la colina Tampu-Tocco era muy árida e inhospitalaria, decidieron buscar un lugar más apropiado para instalarse.

13. Tampu-Tocco quiere decir:
    a. posada del sol.
    b. ciudad León.
    c. pastel.
    d. posada con nicho.
14. ¿ Cuántas hermanas tenía Manco-Capac?
    a. Cinco
    b. Seis
    c. Siete
    d. Ocho.
15. La colina era:
    a. muy linda.
    b. muy húmeda.
    c. muy árida.
    d. muy deseable.
16. De las cavernas surgieron:
    a. los animales.
    b. el sol.
    c. las fundas.
    d. los fundadores.
17. Los Andes están en:
    a. México.
    b. Brasil.
    c. Argentina.
    d. Perú.
18. Quechua es:
    a. una lengua.
    b. una legumbre.
    c. un árbol.
    d. un animal.

"LA CULEBRA"

Todo el día en San Miguel Tejocote se oye el cocorocó de las gallinas, el coinc coinc de los puercos y el jijay jijay de los burros. Pero no siempre fue así. Antes, en San Miguel Tejocote las gentes y los animales hablaban el mismo idioma. Creo que entonces todos los días eran como una fiesta en donde todos hablan a la vez.

—¿No sería rebueno —dijo un niño a don Paciano, el carbonero—que yo pudiera hablar con chichitón, el perro, o miztón, la gata, o hasta con los animales del bosque, tochtli, el conejo, a mazatl, el venadito que todas las tardes baja a beber agua? ¿No sería rebueno eso?

—Sí, porque aprenderías mucho de ellos—le dijo don Paciano—. Cuando hablaban con los animales, los niños eran más listos que ahora. Entonces, por ejemplo, los niños no pedían dinero a cambio de alguna ayuda; no se ponían exigentes ni caprichudos. Coatl, la culebra, les enseñó eso a las gentes.

19. Antes, en San Miguel:
    a. no tenían animales.
    b. las gentes y los animales hablaban el mismo idioma.
    c. no estaban trabajando.
    d. no tenían dinero.
20. Los niños eran más listos:
    a. cuando estaban en la escuela.
    b. cuando hablaban con los animales.
    c. cuando estaban trabajando.
    d. cuando hablaban con sus hermanos.
21. Creo que entonces todos los días:
    a. eran para trabajar.
    b. eran para no hablar.
    c. eran como fiesta.
    d. eran como escuela.
22. Los niños no se ponían exigentes porque:
    a. aprendieron de la culebra.
    b. no sabían como hablar.
    c. no aprendieron a ponerse exigentes.
    d. tenían miedo de la culebra.
23. La ciudad se llamaba:
    a. La Culebra.
    b. Don Miguel.
    c. San Juan Miguel.
    d. San Miguel Tejocote.
24. Don Paciano era:
    a. un ranchero.
    b. un médico.
    c. un barbero.
    d. un carbonero.

(Dar vuelta a la página) ——→

LEE CADA HISTORIA y MARCA ☒ la letra de la respuesta correcta en la página de respuestas.

"EL LEVE PEDRO"

Durante dos meses se asomó a la muerte. El médico murmuraba que la enfermedad de Pedro era nueva, que no había modo de tratarla y que él no sabía que hacer...Por suerte el enfermo, solito, se fue curando. No había perdido su buen humor, su oronda calma provinciana. Demasiado flaco y eso era todo. Pero al levantarse después de varias semanas de convalencia se sintió sin peso.

—Oye —dijo a su mujer—me siento bien pero no sé...el cuerpo me parece...ausente. Estoy como si mis envolturas fueran a desprenderse dejándome el alma desnuda.

—Languideces —le respondió su mujer.

—Tal vez.

Siguió recobrándose. Ya paseaba por el caserón, atendía el hambre de las gallinas y de los cerdos, dio una mano de pintura verde a la pajarera bulliciosa y aún se animó a hachar la leña y llevarla en carretilla hasta el galpón. Pero según pasaban los días las carnes de Pedro perdían densidad. Algo muy raro le iba minando, socavando, vaciando el cuerpo.

25. El médico dijo que:
    a. no sabía que hacer.
    b. él sabía que hacer.
    c. le podía ayudar.
    d. le podía dar medicina.
26. Le dijo a su mujer:
    a. me siento muy mal.
    b. me siento bien pero no sé.
    c. me siento un poco mal.
    d. no siento nada.
27. Pedro no había perdido:
    a. sus zapatos.
    b. su buen médico.
    c. su buen humor.
    d. sus libros.
28. Las carnes de Pedro:
    a. se ponían muy grandes.
    b. perdían densidad.
    c. se ponían verdes.
    d. estaban muy fuertes.
29. Se asomó a:
    a. su mamá.
    b. la muerte.
    c. su hermano.
    d. dos hermanas.
30. A la pajarera le dio:
    a. una mano de pintura azul.
    b. una mano de pintura roja.
    c. una mano de pintura verde.
    d. mucha comida.

"LAS VOCES MISTERIOSAS"

Este pueblo está lleno de ecos. Tal parece que estuvieran encerrados en el hueco de las paredes o debajo de las piedras. Cuando caminas, sientes que te van pisando los pasos. Oyes crujidos. Risas. Unas risas ya muy viejas, como cansadas de reir. Y voces ya desgastadas por el uso. Todo eso oyes. Pienso que llegará el día en que estos sonidos se apaguen.

Eso me venía diciendo Damiana Cisneros mientras cruzábamos el pueblo. —Hubo un tiempo que estuve oyendo durante muchas noches el rumor de una fiesta. Me llegaban los ruidos hasta la Media Luna. Me acerqué para ver el mitote aquel y vi esto: lo que estamos viendo ahora. Nada. Nadie. Las calles tan solas como ahora. Luego dejé de oirla. Y es que la alegría cansa. Por eso no me extrañó que aquello terminara... Sí...volvió a decir Damiana Cisneros. —Este pueblo está lleno de ecos. Yo ya no me espanto. Oigo el aullido de los perros y dejo que aullen. Y en días de aire se ve al viento arrastrando hojas de árboles, cuando aquí, como tu ves, no hay árboles. Los hubo en algún tiempo, porque si no, ¿de dónde saldrían esas hojas?

31. El pueblo estaba lleno de:
    a. árboles.
    b. animales.
    c. ecos.
    d. perros.
32. La ciudad no tenía:
    a. ecos.
    b. viento.
    c. hojas.
    d. árboles.
33. Damiana Cisneros dijo—
    a. Estoy muy espantada.
    b. Ya no me espanto.
    c. Tengo mucho miedo.
    d. No tengo miedo.
34. ¿Quién hizo el rumor de la fiesta?
    a. Niños.
    b. Mucha gente.
    c. El club de mujeres.
    d. Nadie.
35. Cuando caminas, sientes que:
    a. están trabajando con pie.
    b. te van pisando los pasos.
    c. te van a hablar.
    d. no hay ninguna persona.
36. Parece que los ecos están en:
    a. el sol.
    b. las paredes.
    c. las camisas.
    d. la comida.

(continuar)

LEE CADA HISTORIA y MARCA ⊗ la letra de la respuesta correcta en la página de respuestas.

"FABULA SIN MORALEJA"

Había una vez un bosque lleno de trastos viejos y florecillas nuevas, entre los que inconscientemente alegres, corrían, volaban, saltaban o simplemente transitaban sus habitantes naturales: gorriones, vaquitas de San Antonio, mulitas, zorrillos, liebres, perdices, ranas, cotorras, picaflores, etc. Las relaciones zoo-ciológicas eran relativamente buenas. Después de la lluvia, los hongos nacían como hongos y eso daba abundate motivo a los cantos, graznidos, cotorreos, mugidos, rebuznos y otros medios de comunicación de masas. Las flores eran vulgares y silvestres, pero por lo menos nadie las pisoteaba. Con su zamba de una sola nota, las insistentes ranas llenaban la noche: eran verdaderamente llenadoras. En épocas de relativa escasez, los animales mayores corrían la libre. Sin embargo, y pese a todas las dificultades de la vida salvaje, aquél era un bosque feliz. Naturalmente, había objeciones contra la tosudez de las mulitas, la difamación de las cotorras o la ronca sapiencia de lcs sapos, pero después de todo, un picaflor tenía los mismos derechos que un yacaré; la única diferencia estaba en la dentadura.

37. La única diferencia entre un picaflor y un yacaré está en:
    a. el derecho.
    b. la dentadura.
    c. las oportunidades.
    d. la dirección.
38. El bosque no tenía.
    a. zorrillos.
    b. culebras.
    c. liebres.
    d. ranas.
39. ¿Qué daba motivo a los cantos?
    a. Los hongos.
    b. La gente.
    c. Los gorriones.
    d. Las liebres.
40. Las relaciones zoo-ciológicas eran:
    a. malas.
    b. malas durante el día.
    c. buenas.
    d. no dijo en la historia.
41. La zamba tenía:
    a. una sola nota.
    b. dos notas.
    c. cinco notas.
    d. muchas notas.
42. ¿Quién pisoteaba las flores?
    a. los hombres
    b. nadie
    c. los niños
    d. los caballos

"EL CANTARO FRESCO"

Han traído para el almuerzo un ventrudo recipiente de barro lleno de agua recién sacada del pozo. Y está tan fría que, rezumando por todos los poros del cántaro, ha cubierto la rojiza superficie de un fresco manto húmedo. A trechos, el vapor acuoso es más espeso y forma gotas gruesas que caen sobre el mantel blanco. En el comedor reina una penumbra dulce. Por una rendija del póstigo entra, tendiéndose de la parte superior de la ventana hasta el piso del centro de la habitación, como una tirante cinta amarilla, un rayo de sol que, en el suelo se concentra simulando un ovillo de hilo dorado. A veces, al mover un ligero soplo de brisa la cortina, el redondel de sol se mueve también, y Titanio, el pequeño terranova que hace rato lo observa, salta sobre él. Y ladra al ver que lo que él quizás supone un extraño insecto, se trepa como una mariposa burlona a su pata peluda. De la cocina llega ruido de loza: del patio, un chirriar confuso de cigarras. En espera del almuerzo empieza a invadirme la modorra de este cálido mediodía de diciembre.

43. El terranova se llama:
    a. Blanco.
    b. Titanio.
    c. Ratoncito.
    d. Tito.
44. ¿Qué reina en el comedor?
    a. Un plato de comida.
    b. Un vaso de leche.
    c. Un huevo con arroz.
    d. Una penumbra dulce.
45. La primera parte de la historia es de:
    a. agua.
    b. pollos.
    c. legumbres.
    d. libros.
46. De la cocina llegó ruido de:
    a. el perro.
    b. el gato.
    c. la gente.
    d. loza.
47. Las cigarras estaban en:
    a. la cocina.
    b. el patio.
    c. la mesa.
    d. el cántaro.
48. El cántaro tenía:
    a. leche.
    b. jugo de manzana.
    c. agua.
    d. jugo de naranja.

(Dar vuelta a la página)

LEE CADA HISTORIA y MARCA ⊗ la letra de la respuesta correcta en la página de respuestas.

"CULTURAS DEL MAR"

La isla de Creta fue centro de la primera cultura del mar. Floreció entre 2000 y 1500 antes de Cristo. Su influencia se extendió por todo el mar Egeo. Buenos agricultores y hábiles artesanos, los cretenses fueron los primeros marinos de la antiguedad. Mercaderes de los mares sostuvieron relaciones con todos los pueblos del Oriente. Junto con los fenicios construyeron un verdadero imperio marítimo con factorías en los lugares estratégicos. La ciudad principal fue Cnosos. Su rey ejerció dominio sobre las demás ciudades de la isla. Esta civilización puso los cimientos de la cultura griega que floreció más tarde. Los cretenses enseñaron a los griegos la agricultura, la navegación, la escritura, les dieron el ejemplo de una organización política y de una cultura centrada en el desarrollo del hombre. Hacia 1500 antes de Cristo la civilización cretense decae para no recuperarse más. Terremotos e invasiones la destruyeron, pero antes de su desaparición sembraron en la tierra propicia de Grecia la semilla de su civilización.

49. Decae la civilización:
    a. 1000 antes de Cristo.
    b. 1000 después de Cristo.
    c. 150 antes de Cristo.
    d. 1500 antes de Cristo.
50. Su influencia se extendió:
    a. por todo el mundo.
    b. solamente en Creta.
    c. solamente en España.
    d. por todo el mar Egeo.
51. La civilización se destruyó:
    a. por terremotos e invasiones.
    b. por mala comida para comer.
    c. porque no sabían la escritura.
    d. porque no sabían la agricultura.
52. Antes de que decayera la civilización:
    a. no sembraron las semillas.
    b. sembraron el maíz.
    c. no sabían como sembrar.
    d. sembraron la semilla de su civilización.
53. Sostuvieron relaciones con:
    a. México.
    b. Oriente.
    c. España.
    d. Alemania.
54. Tenían factorías en:
    a. todos los lugares.
    b. las cuidades.
    c. lugares estratégicos.
    d. lugares lejos.

"EL CIMBALO DE ORO"

En el tiempo que no se cuenta hubo en la Tierra del faisán y del venado un pueblo feliz. Cerca de los dominios del Rey Feliz y en la falda de un monte misterioso, habitado por corcovados, había un pueblo y en el pueblo una vieja hechicera que conocía los secretos de las hierbas y podía recoger la plata de la luna. Habitaba una cabaña formada con tierra y hojas de palmera en el confín del pueblo: nadie vivió en ella nunca sino la vieja desde hacía muchos años hasta que, sintiendo próxima su muerte, quiso tener un hijo. Para lograrlo, fuese una noche al monte de los corcovados misteriosos y de ellos recibió un huevo grande, muy más grande que los de las águilas, que puso a incubar debajo de la tierra de su choza.

Del huevo brotó un niño con cara de hombre que no creció más de siete palmos y dejó de crecer; pero era despierto como una ardilla y desde que nació hablaba y sabía tantas cosas que maravillaba a las gentes. La vieja contó que era su nieto, para que se lo creyeran. La vieja acostumbraba ir todos los días con su cántaro a traer agua del pozo público, y el enano quedaba solo en la casa y lo registraba todo. Sucedió que él había puesto su atención en que su abuela no se separaba nunca de las tres piedras del hogar y, cuando iba a salir, lo tapaba cuidadosamente. El enano quiso saber lo que había allí escondido.

55. Podía recoger la plata de la luna porque:
    a. sabía donde estaba el oro.
    b. conocía los secretos de las hierbas.
    c. conocía los secretos del cielo.
    d. conocía los secretos de la luna.
56. Fue al monte porque:
    a. buscaba el oro.
    b. quería trabajar con las hierbas.
    c. no podía dormir.
    d. quiso tener un hijo.
57. El niño creció:
    a. veinticinco pulgadas.
    b. siete palmos.
    c. cien palmos.
    d. diez palmos.
58. La vieja dijo que el niño era su:
    a. hijo.
    b. nieto.
    c. hermano.
    d. compañero.
59. La vieja no se separaba:
    a. de las tres piedras.
    b. de las tres hijas.
    c. de su hogar.
    d. de su cántaro favorito.

(continuar)

LEE CADA HISTORIA y MARCA ☒ la letra de la respuesta correcta en la página de repuestas.

"MERCANTILISTAS"

En los siglos XVI y XVII las actividades mercantilistas de los principales países europeos, España e Inglaterra, se extienden a todos los rincones del mundo conocido. Los imperios inglés y español rivalizan intensamente por lograr el mayor dominio en los pueblos de esas épocas. Lope de Vega inyecta su obra de tonos heróicos, patrióticos y populares. De fecunda y prodigiosa pluma, sus obras contienen los elogios que inflamaban la conciencia popular del imperialismo español, en cuyos dominios nunca se ponía el sol. Por otro lado, Shakespeare busca en los orígenes místicos de la Inglaterra los temas para fortificar el orgullo nacional. Hamlet, Otelo, Romeo, Ofelia, Desdemona, Julieta, MacBeth nos ofrecen las muestras bien definidas de las pasiones eternamente humanas. Juan Ruiz de Alarcón, el primer gran dramaturgo mexicano, da al teatro universal una conciencia moralizante, donde lo mexicano palpita en sus personajes.

Este rasgo, tan mexicano, quizás corresponda a un pueblo que para no morir requiere de la mentira desde Juan Diego hasta Pita Perez.

60. El dramaturgo mexicano da al teatro:
    a. conciencia moralizante.
    b. ideas internacionales.
    c. entendimientos fiscales.
    d. pasiones humanas.
61. El rasgo corresponde a un pueblo:
    a. en España.
    b. que no quiere dormir.
    c. que no quiere morir.
    d. que no es muy grande.
62. El escribió de las pasiones humanas:
    a. Lope de Vega.
    b. Hamlet.
    c. Shakespeare
    d. Rodriguez
63. Lope de Vega inyecta a sus obras tonos.
    a. de guerras.
    b. de trabajo.
    c. de gente pobre.
    d. patrióticos.
64. Los principales países europeos eran:
    a. España e Italia.
    c. Francia y Alemania.
    c. Alemania y España.
    d. España e Inglaterra.
65. Temas para fortificar el orgullo nacional eran escritos por:
    a. Romeo.
    b. Shakespeare.
    c. Vega.
    d. Otelo.

"¿POR QUE NO HABLAN LOS ANIMALES?"

De lo que aparentemente es capaz un papagayo no lo es un chimpancé: hablar en "sentido humano". Las investigaciones más recientes realizadas en el Instituto Max Planck de Psiquiatría en monos barizados o frailecillos recién nacidos han puesto de manifiesto que la totalidad del repertorio fonético de esos animales es congénito. Todos sus gritos y gruñidos los pronuncian sin haberlos aprendido previamente de ningún otro individuo de su especie.

Pese a que los monos y los antropomorfos poseen un talento proverbial para imitar todos los posibles gestos y acciones, no consiguen — lo mismo que todos los demás animales —controlar voluntariamente su aparato vocal. Está pues, predeterminado de lo que es capaz cada especie y lo que está en condiciones de aprender.

Un grupo de científicos del Instituto Alemán bajo la dirección del profesor Detlev Ploog se dedica desde hace ya tiempo a rastrear las bases biológicas de esta modalidad de entendimiento. Los animales de ensayo más importantes que se utilizan con este fin son los monos barizos o frailecillos sudamericanos.

66. Los monos frailecillos son de:
    a. Europa.
    b. Sudamérica.
    c. Estados Unidos.
    d. India.
67. Los monos poseen:
    a. un talento para hablar con humanos.
    b. talento para aprender los verbos que necesitan.
    c. un talento proverbial para imitar.
    d. control en su aparto vocal.
68. El Prof. Detlev está dedicado a:
    a. determinar las bases biológicas de esta modalidad de entendimiento.
    b. hablar con monos.
    c. ayudar a los monos a hablar.
    d. determinar la base psicológica de los monos.
69. Los animales:
    a. no controlan su aparato vocal.
    b. aprenden a controlar su aparato vocal.
    c. nunca aprenden a controlar su aparato vocal.
    d. controlan voluntariamente su aparato vocal.
70. El total repertorio fonético de los monos barizados:
    a. lo aprenden de sus padres.
    b. lo aprenden de sus hermanos.
    c. es congénito.
    d. es con sentido.
71. El chimpancé:
    a. habla como el papagayo.
    b. no puede hablar en sentido humano.
    c. puede hablar en sentido humano.
    d. habla como los humanos.

(Dar vuelta)

LEE CADA HISTORIA y MARCA ⊠ la letra de la respeuesta correcta en la página de respuestas.

"LA NIÑA ESPERANZA"

El último del año comenzó a estar mala, aunque todavía se levantó y se vistió con intención de salir a misa; pero no pudo, ardiendo en calentura como se hallaba, y con muchos escalofríos. Nosotros, hasta hoy nos dimos cuenta.

El anuncio hizo que mi padre abriera los ojos espantados y soltara una exclamación de sorpresa irremediable: —¿Pulmonía doble y en enero? ¡Dios no lo quiera! Dentro de un rato iré a preguntar como sigue.

La curiosidad me llevó a pasar por la casa de la enferma, desviándome del camino de la escuela, pues al fin era temprano y haría tiempo para toparme con alguno en cuya compañía, cuántas veces, hemos pasado por la misma casa, con el deseo casi siempre callado, sobreentendido de ver a la que ahora — todavía no lo creo — está enferma. ¡Ella, tan lozana y garbosa, que nos deja encandilados cuando la miramos! Hallé cerradas las ventanas y entornada la puerta del zaguán; me acogí a la esperanza de que sería lo temprano de la hora, tanto más que adentro no se notaba movimiento, ni vi entrar o salir personas mientras estuve espiando, hasta que recordé la escuela y que alguien podría preguntarme, que hacía parado allí.

72. La curiosidad lo llevó:
    a. a su trabajo.
    b. a la escuela.
    c. a pasar por la casa de la enferma.
    d. a la tienda.

73. Se vistió con intención:
    a. de salir a jugar.
    b. de salir a misa.
    c. de comer
    d. de salir para el trabajo.

74. Comenzó a estar mala:
    a. en marzo.
    b. el último del año.
    c. en octubre.
    d. en el verano.

75. El padre dijo—
    a. dios no lo quiera.
    b. no está mala.
    c. ¿dónde está la niña?
    d. ¿por qué esta mala?

76. Todavía no lo creo que:
    a. no estaba enferma.
    b. estaba enferma.
    c. estaba bien.
    d. estaba muy bien.

"ZONAS DIALECTALES DE MEXICO"

Cada dialecto está o puede estar constituido por un grupo de hablas locales. Sus límites geográficos son muy difíciles de precisar. Considerando que un dialecto se caracteriza por los rasgos comunes del conjunto de hablas de una región lingüística, lo importante para la determinación de sus límites es saber cuando se pasa de una región lingüística a otra. La República Mexicana se ha dividido en 17 zonas dialectales del español: yucateco, campechano, tabasqueño, veracruzano meridional, chiapaneco, zona juchiteca, altiplano oaxaqueño, altiplano meridional, veracruzano norteño, hablas del noreste, altiplano central, hablas occidentales (parte de Jalisco, de Nayarit y de Michoacán), michoacano, chihuahuense, hablas del noroeste, bajacaliforniano septentrional, y zona de transición.

Las hablas locales pertenecientes a un mismo dialecto presentan diferencias entre sí. Un habla local refleja el carácter de grupo social y geográfico al que corresponde y presenta una homogeneidad estructural: todos sus integrantes conocen y utilizan el mismo vocabulario y realizan los mismos sistemas morfosintáctico, fonológico, de acento y de entonación.

77. ¿Cuántas zonas dialectales hay en México?
    a. 13
    b. 15
    c. 17
    d. 19

78. Los límites geográficos de los dialectos:
    a. son fáciles de precisar.
    b. no existen.
    c. son difíciles de precisar.
    d. son fáciles de identificar.

79. Un dialecto se caracteriza por:
    a. los rasgos de México.
    b. las escuelas.
    c. el gobierno.
    d. los rasgos comunes.

80. Todas las hablas locales:
    a. son iguales.
    b. utilizan los mismos sistemas fonológicos.
    c. utilizan diferentes sistemas fonológicos.
    d. utilizan diferentes sistemas de acento.

81. Un habla local refleja:
    a. el carácter de grupo social.
    b. la edad de la gente.
    c. la ropa de la gente.
    d. la música de la gente.

Final

ES

ENGLISH READING COMPREHENSION

Grades 7 - 12 and Adult

READ THE INSTRUCTIONS ON THIS PAGE.

Please write your name, age, grade and the name of your school on the answer sheet.
In this booklet, there are many stories and questions. **READ EACH STORY,** and mark ☒ the correct answer **ON THE ANSWER SHEET.**

EXAMPLE:

(Story)
"THE MARKET"

We went to the market to buy some fruit. I wanted some strawberries, but my mother said that we should buy bananas because the strawberries were too expensive.

(Question)

1. They went to the market to buy:
   a. paper
   b. fruit. (Correct Response)
   c. shoes.
   d. meat.

Item "b" is the correct response.
On the answer sheet **you would mark "b" as follows:**

EXAMPLE 1. a ○ b ⊗ c ○ d ○

(Mark the correct answer inside the circle)
You may use a pencil or a pen.

PLEASE TURN THE PAGE, READ EACH STORY CAREFULLY AND THEN ANSWER THE QUESTIONS.→

(Do Not Write In This Booklet)

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READ THE STORY. Mark ⊠ the correct answer on the answer sheet.

"THE PUPPETS"

Tony was very happy. He had a ticket for the puppet show. Now he was in his seat, and it was only five more minutes until the show would begin. Finally it started! Almost all of the lights went out. The curtain of the little theatre opened, and the puppets appeared, marching one after the other. There were so many! They could barely fit on the stage all together, and there were no two that were dressed with the same color or that had the same face. It seemed as though they were alive! They moved their heads and feet, and one of them even waved hello to Tony.

1. Tony was very happy because:
   a. he did not have to work.
   b. he had a ticket to the puppet show.
   c. he was not sick.
   d. he had a ticket for the football game.
2. It seemed as though the puppets were:
   a. dead.
   b. asleep.
   c. alive.
   d. sick.

"THE BOY AND THE WOLF"

The Redskin Indians like to tell a story from their history. It was about those long ago days, when men could understand the language of the animals.

In a tribe of Redskin Indians, there lived a boy who had as a friend the smart gray wolf. The boy had strong legs and ran fast, and his look was deep and restless. The boy ran through the forests. He climbed to the mountain tops and conquered the rivers along with his inseparable wolf companion of his dreams and his hunts.

3. The boy's companion was:
   a. a boy.
   b. a horse.
   c. a wolf.
   d. a chicken.
4. What color was the wolf?
   a. Yellow.
   b. Red.
   c. Blue.
   d. Gray.
5. The skins of the Indians were:
   a. Yellow.
   b. Red.
   c. Gray.
   d. Blue.

"THE TOYS"

When my mother became seriously ill, we had to leave our home. My grandmother took my younger brothers, and I went to stay with my classmate at the most luxurious home in our town. I did not like the house from the moment I arrived.

My classmate's mother was a lady who was always asking for silence. The servants were serious and sad. They spoke quietly and secretive, and glided through the enormous rooms like shadows. The rugs diminished the noises, and the walls were covered with portraits of men with faces darkened with long sideburns. The children played in the playroom without making noise. It was forbidden to play outside that room. The toys were arranged, each in it's own place, like the bottles in a pharmacy.

6. His classmate's mother:
   a. asked for silence.
   b. did not say anything.
   c. asked for noise.
   d. was seriously ill.
7. The children left their home when:
   a. their father became ill.
   c. their mother became seriously ill.
   c. their father got well.
   d. their mother got well.
8. The children played:
   a. with a lot of noise.
   b. with noise and humor.
   c. without noise.
   d. with shouts and noise.
9. The toys were kept like:
   a. bottles in the house.
   b. bottles in a pharmacy.
   c. bottles in a store.
   d. toys in a store.
10. The servants were:
    a. serious.
    b. happy.
    c. comical.
    d. curious.
11. The boy went to:
    a. the old house.
    b. the most luxurious house.
    c. the blue house.
    d. the small house.
12. His brothers went with:
    a. their father.
    b. their aunt.
    c. their friends.
    d. their grandmother.

CONTINUE...

READ THE STORY. Mark Ⓧ the correct answer on the answer sheet.

"CHILDREN OF THE SUN"

In a region of the Peruvian Andes, near the Valley of the Cuzco, there is a hill called Tampu-Tocco, which in the Quechua Indian language, the language spoken in the very old towns of the Tihuanaco mountain zone, means "hill of the caves." An old legend tells that in this hill there were three caverns from which appeared the founders of the Inca Empire. From the central cave came the sons of the Sun: Manco-Copac, his three brothers, Cachi, Ucho, Auca, and his five sisters. From the lateral caves came the ten chiefs of the first clans with all their people.

Manco-Copac and his brothers, because of their divine origin, became the superior chiefs of all the clans. Because the region near the hill of Tampu-Tocco was so very arid and inhospitable, they eventually decided to look for a better place to build their community.

13. Tampu-Tocco means:
    a. Inn of the Sun.
    b. Leon City.
    c. Cake.
    d. Hill of the Caves.

14. How many sisters did Manco-Copac have?
    a. Five.
    b. Six.
    c. Seven.
    d. Eight.

15. The hills were:
    a. very pretty.
    b. very humid.
    c. very arid.
    d. very desirable.

16. From the caverns appeared:
    a. the animals.
    b. the Sun.
    c. the covers.
    d. the founders.

17. The Andes are in:
    a. Mexico.
    b. Brazil.
    c. Argentina.
    d. Peru.

18. Quechua is:
    a. a language.
    b. a vegetable.
    c. a tree.
    d. an animal.

"THE SNAKE"

Everyday in the village of San Miguel, you can hear the "cock-a-doodle-doo" of the chickens, the "oink-oink" of the pigs, and the "hee-haw" of the donkeys. But it was not always like this. Long ago in San Miguel, the people and the animals spoke the same language. At that time, everyday was like a party where everyone spoke at the same time.

"Wouldn't it be great," said a boy to Mr. Wooley, the charcoal-maker, "if I could speak with Charger, the dog, or Missy, the cat, or even with the animals of the forest . . . Tricky, the rabbit, or Sandy, the little deer who always comes down to the stream to drink water. Wouldn't that be great?" "Yes, because you could learn a lot from them!" said Mr. Wooley. "When they could speak with the animals, children were smarter than they are nowadays! Then, for example, children would not ask for money in exchange for a little help . . . they were not demanding nor stubborn. Boti, the snake, taught that to the people."

19. Long ago, in San Miguel:
    a. they did not have animals.
    b. people and animals spoke the same language.
    c. people did not work.
    d. people did not have money.

20. Children were smarter when:
    a. they were at school.
    b. they spoke to the animals.
    c. they were working.
    d. they spoke to their brothers.

21. At that time, every day was:
    a. for work.
    b. to talk a lot.
    c. like a party.
    d. like school.

22. Children were not demanding because:
    a. they learned from the snake.
    b. they did not know how to speak.
    c. they did not learn to be demanding.
    d. they were afraid of the snake.

23. The city was called:
    a. The Snake.
    b. Columbus.
    c. San Francisco.
    d. San Miguel.

24. Mr. Wooley was:
    a. a farmer.
    b. a doctor.
    c. a barber.
    d. a charcoal-maker.

TURN THE PAGE AND CONTINUE→

READ THE STORY. Mark ⊗ the correct answer on the answer sheet.

"WILLIE"

For two months, Willie lay very near death. The doctor whispered that Willie's illness was new, and that there was no way to treat it, and that he didn't know what to do. Finally, Willie became much healthier by himself! He hadn't lost his good sense of humor, his happiness or his peaceful calm. He was too thin, that was all. When he got up after several weeks of recovery, he was very underweight. "Hey," he said to his wife, "I feel well, but I don't know . . . my body feels absent! I feel as though my skin were drying up and will surely leave my soul naked." "You are only weak," answered his wife. "Maybe," said Willie. He kept on improving. He could now walk around the house, feed the chickens and the pigs. He painted the birdcage a loud green, and even dared to chop some wood and push it in a small cart over to the stable. But as the days went by, Willie continued to lose weight. Something very strange was happening to his body.

25. The doctor said that:
    a. he did not know what to do.
    b. he knew what to do.
    c. he could help him.
    d. he could give him some medicine.

26. He said to his wife:
    a. I feel terrible.
    b. I feel well, but I don't know . . .
    c. I feel a little bad.
    d. I do not feel anything.

27. Willie had not lost his:
    a. good shoes.
    b. good doctor.
    c. sense of humor.
    d. school books.

28. Willie continued to:
    a. run races.
    b. lose weight.
    c. become green.
    d. sleep all day.

29. At first, Willie was very near:
    a. his mother.
    b. death.
    c. the birdcage.
    d. the stable.

30. He gave the birdcage:
    a. a coat of blue paint.
    b. a coat of red paint.
    c. a coat of green paint.
    d. a yellow canary.

"THE MYSTERIOUS VOICES"

"This town is full of ghosts! It seems as though they are locked up in the holes in the walls, or beneath the stones. When you walk, you feel as if they were walking on your steps. You hear creakings and laughter . . . very old laughter, as if tired of laughing. And voices high and low and very strange. All this you can hear. I hope there will come the day when these noises stop!"

Miss Cisneros was telling me all this while we walked across the town. "There are many nights when there are sounds of a weird party. The noises increased until the Half Moon. When I would look for the noise, I would see what we see now . . . exactly nothing! Nobody. The streets would be as empty as now. Finally the noises would stop . . . I guess it is because the party happiness was tiring. I was not surprised that it stopped. Yes," said Miss Cisneros again, "this town is full of ghosts, but I am not afraid anymore. I hear the dogs howling, and I let them howl. On windy days, you can hear the wind blowing through the leaves, but there are no trees in our town!"

31. The town was full of:
    a. trees.
    b. animals.
    c. ghosts.
    d. dogs.

32. The town did not have any:
    a. ghosts.
    b. wind.
    c. leaves.
    d. trees.

33. Miss Cisneros said:
    a. I am very frightened.
    b. I am not afraid anymore.
    c. I am very scared.
    d. I am a little frightened.

34. Who made the sounds of a party?
    a. the children.
    b. many people.
    c. the women's club.
    d. nobody.

35. When you walk, you feel as though:
    a. they are walking with feet.
    b. they are walking on your steps.
    c. they are going to talk to you.
    d. there is nobody around.

36. It seems that the ghosts are in the:
    a. sun.
    b. walls.
    c. shirts.
    d. food.

CONTINUE

READ THE STORY. Mark Ⓒ the correct answer on the answer sheet.

"A TALE OF THE FOREST"

There once was a forest full of lovely old trees and pretty flowers, among which the unconsciously happy birds and animals ran, flew, jumped or simply walked. There were sparrows, cows, donkeys, skunks, rabbits, partridges, frogs, parrots and bees. The zoological relationships were relatively good! After the rains, the mushrooms would be born and that would give plenty of motivation for the songs, croaks, chattering, lowings, braying and other means of mass communication. The flowers were colorful and wild, but at least no one stepped on them. With their samba of one key, the insistent frogs croaked long into the night. In times of scarcity, the larger animals would have all the control. In spite of the difficulties of wild life, it was a happy forest. Naturally, there were objections to the stubborness of the donkeys, the squawking of the parrots or the croaking of the toads, but after all . . . a bee has the same rights as a crocodile . . . the only difference is in their dentures!

37. The difference between a bee and a crocodile is:
    a. their rights.
    b. their dentures.
    c. their opportunities.
    d. their size.

38. The forest did not have:
    a. skunks.
    b. dogs.
    c. rabbits.
    d. frogs.

39. What gave motivation to the songs?
    a. the mushrooms.
    b. the people.
    c. the sparrows.
    d. the rabbits.

40. The zoological relations were:
    a. bad.
    b. bad during the day.
    c. good.
    d. not described in the story.

41. The samba had:
    a. only one key.
    b. two keys.
    c. five keys.
    d. many keys.

42. Who stepped on the flowers?
    a. The men.
    b. Nobody.
    c. The children.
    d. The horses.

"THE WATER PITCHER"

They just brought for lunch a big-bellied clay pitcher full of water just taken from the well. It is so cold that as it leaks through the pores of the pitcher, it covers the reddish surface with a fresh humid coating. As the watery vapor thickens, big drops fall on the white tablecloth. In the diningroom, there falls a sweet twilight. Through a crack in the small door, the fading light goes from the open part of the window to the floor in the center of the room, and looks like a narrow yellow ribbon. Sometimes, when the breeze lightly moves the curtain, the circle of sun moves also, and Titan, the small Newfoundland dog, jumps over it. Now he barks at what he thinks is a strange insect, and watches it crawl up his hairy leg like a fluttery butterfly. From the kitchen, you can hear the sound of dishes, and from the patio, the sound of crickets. As I wait for lunch, a drowsiness starts to invade me on the warm afternoon of December.

43. The Newfoundland dog is called:
    a. Whitey.
    b. Titan.
    c. Rover.
    d. Fido.

44. What was on the diningroom floor?
    a. A plate of food.
    b. A glass of milk.
    c. An egg with rice.
    d. The fading sunlight.

45. The first part of the story is about:
    a. water.
    b. chicken.
    c. vegetables.
    d. books.

46. From the kitchen comes the sound of:
    a. a dog.
    b. a cat.
    c. people.
    d. dishes.

47. The crickets were on:
    a. the kitchen.
    b. the patio.
    c. the table.
    d. the pitcher.

48. The pitcher had:
    a. milk.
    b. apple juice.
    c. water.
    d. orange juice.

TURN THE PAGE AND CONTINUE→

READ THE STORY. Mark ⊗ the correct answer on the answer sheet.

"CULTURES OF THE SEA"

The island of Crete contained the first center of culture of the sea. It bloomed between 2000 and 1500 years before Christ. Its influence extended throughout all the Aegean Sea area. The people from Crete were good farmers and skilled craftsmen, and were the first seamen of recorded history. The merchants of the sea had business with all the cities of the Orient. Along with the Phoenicians, they built a true sea empire with factories in strategic places. The main city was Cnosos. Their king had power over the rest of the cities of the island. This civilization marked the origin of the Greek culture that bloomed later on. The people of Crete taught the Greeks agriculture, navigation and writing. They set for them the example of political organization and of a centered culture in the development of man. About 1500 years before Christ, the Crete civilization decayed and could not recuperate. Earthquakes and invasions destroyed it, but before it disappeared, they planted in the land of Greece the seeds of its civilization.

49. The civilization decayed:
    a. 1000 years before Christ.
    b. 1000 years after Christ.
    c. 150 years before Christ.
    d. 1500 years before Christ.

50. Their influence extended:
    a. throughout the world.
    b. only in Crete.
    c. only in Spain.
    d. throughout the Aegean Sea.

51. The civilization was destroyed:
    a. by earthquakes and invasions.
    b. because they couldn't learn.
    c. because they had no food.
    d. because they had no agriculture.

52. Before the civilization died:
    a. they could not plant seeds.
    b. they planted corn.
    c. they did not know how to plant.
    d. they planted the seeds of their civilization.

53. The merchants worked with:
    a. Mexico.
    b. The Orient.
    c. Spain.
    d. Germany.

54. They had factories:
    a. everywhere.
    b. in every city.
    c. in strategic places.
    d. in faraway places.

51

"THE WITCH AND THE DWARF"

Once upon a time there was, in the land of the Pheasant and the Deer, a happy town. The town was near the territory of King Happy in the skirts of a mysterious mountain, and was inhabited by hump-backed men. Near the town there lived an old witch who knew the secrets of the herbs, so she could pick the silver from the moon. She lived in a cabin made of sod and palm leaves on the boundary of the town. Nobody had ever lived there except the witch, but now, feeling near death, she wanted to have a son. So one night, she went to the mountain of the hump-backed men, and got from them a large egg, bigger than those of the eagles, which she started to incubate underneath her hut. From the egg hatched a boy with the face of a man who did not grow more than seven hands tall before he stopped growing. But he was as wise as an owl, and soon he talked and knew so many things that he surprised people. The old witch said that he was her grandson and they believed her. Everyday, she would go with her pitcher to get water from the public well, and the dwarf stayed home alone. He noticed that whenever his grandmother went away, she would carefully cover three stones that were near the path to the cabin. The dwarf wanted to know what was hidden there.

55. She could pick silver from the moon and:
    a. knew where the gold was.
    b. knew all the secrets of the herbs.
    c. knew the secrets of the sky.
    d. knew the secrets of the moon.

56. She went to the mountain because:
    a. she was looking for gold.
    b. she wanted to work with herbs.
    c. she could not sleep.
    d. she wanted to have a son.

57. The boy grew:
    a. twenty-five inches.
    b. seven hands tall.
    c. one hundred hands tall.
    d. ten hands.

58. The old witch said that the boy was:
    a. her son.
    b. her grandson.
    c. her brother.
    d. her companion.

59. The old witch did not like to leave:
    a. the three stones.
    b. the three daughters.
    c. home.
    d. her favorite pitcher.

CONTINUE...

READ THE STORY. Mark ⊗ the correct answer on the answer sheet.

"THE MERCHANTS AND THE WRITERS"

In the 6th and 7th Centuries, the merchant activities of the principal European countries, Spain and England, extended themselves to all the corners of the known world. The English and Spanish empires rivaled intensely to gain the greater domain of other cities within Europe. Lope de Vega introduced in his work heroic tones which were patriotic and popular. Of prolific and prodigious pen, his works contained the praises that stirred up the popular conscience of Spanish imperialism, under whose domain the Sun never set. On the other hand, Shakespeare looked into the mystic origins of England for themes to strengthen their national pride. Hamlet, Othello, Romeo, Ophelia, Desdemona, Juliet and MacBeth offer the well defined examples of strong human passions.

Juan Ruiz de Alarcon, the first great Mexican dramatist, gives the universal theatre a moralizing conscience, where emotion beats strongly in its characters. This characteristic, so Mexican, is reflected in all of his writings.

60. The Mexican dramatist gives the theatre a:
    a. moralizing conscience.
    b. international ideas.
    c. fiscal understandings.
    d. human passions.

61. The Mexican characteristic is found:
    a. in Spain.
    b. in Europe.
    c. in writings of Alarcon.
    d. in all of the people.

62. Who wrote of human passions?
    a. Lope de Vega.
    b. Hamlet.
    c. Shakespeare.
    d. Rodriguez.

63. Lope de Vega wrote with:
    a. tones of war.
    b. tones of work.
    c. tones of poor people.
    d. tones of patriotism.

64. The principal European countries were:
    a. Spain and Italy.
    b. France and Germany.
    c. Germany and Spain.
    d. Spain and England.

65. Themes to strengthen the national pride were written by:
    a. Romeo.
    b. Shakespeare.
    c. Lope de Vega.
    d. Othello.

"WHY DON'T THE ANIMALS SPEAK?"

Of what a parrot is capable, a chimpanzee is not . . . to talk in "human sense." The most recent investigations done at the Max Planck Institute of Psychiatry with monkeys or Puffins (birds) that are newly born, find that the totality of the phonetic repertoire of these animals is congenital. All of their noises and grumbles are pronounced without having learned them first from any other individual of their species. Even though the monkey and other anthropoids possess the talent to imitate gestures and actions, they cannot, as some other birds, control their vocal apparatus willingly. It is, therefore, predetermined what each species can learn! A group of scientists at the German Institute, under the supervision of Professor Detlev Ploog, has been dedicated for some time to tracing the biological basis of this modality of understanding. The animals used in his research are both monkeys and the South American Puffins.

66. The Puffins are from:
    a. Europe.
    b. South America.
    c. the United States.
    d. India.

67. The monkeys possess:
    a. a talent to speak with humans.
    b. a talent to learn verbs they need.
    c. the talent to imitate.
    d. control of their vocal apparatus.

68. Prof. Detlev wants to:
    a. determine the biological basis of this modality of understanding.
    b help monkeys to speak.
    c. speak with the monkeys.
    d. determine the psychological bases.

69. The monkeys:
    a. can control their vocal apparatus.
    b. can learn to control their voices.
    c. never learn to control their vocal apparatus.
    d. can control their voices willingly.

70. The total phonetic repertoire of the monkeys:
    a. is learned from their parents.
    b. is learned from the scientists.
    c. is congenital.
    d. is learned from the Puffins.

71. The chimpanzee:
    a. talks like a parrot.
    b. cannot talk in human sense.
    c. can talk in human sense.
    d. talks just like humans.

TURN THE PAGE ⟶

READ THE STORY. Mark ⊗ the correct answer.

"MARGARET, MY FRIEND"

On the last day of the year, my friend Margaret began to get sick. Though she got up and dressed with the intention of going to mass, she could not. She had a high fever and a lot of chills. We found out about it today. The knowledge made my father frightened, and he angrily exclaimed, "Double pneumonia . . . and in January? God forbid it! In a little while I will go see how she is." Curiosity led me to pass by the house of my sick friend, as I walked on my way to school. It was still early, and I would be able to find someone I could walk with, so I could pass by my sick friend's house, as I usually did. But now, I still cannot believe it, my friend is so ill. She, so vigorous and graceful, always made those around her so happy. I found the windows closed and the door half-closed to the patio. I hoped it was because it was so early in the day. I was unable to see any movement inside, nor did I see people going in or out. But as I was spying, I remembered school, and that soon someone would ask me what I was doing standing there.

72. Curiosity led him to:
    a. his work.
    b. go to school.
    c. pass by the house of the sick girl.
    d. the store.

73. She got dressed with the intention of:
    a. going out to play.
    b. going to mass.
    c. eating dinner.
    d. going out to work.

74. She began to get sick:
    a. in March.
    b. on the last day of the year.
    c. in October.
    d. in summer.

75. The father said:
    a. God forbid it!
    b. She is not sick.
    c. Where is the girl?
    d. Why is she sick?

76. He still could not believe that:
    a. she was sick.
    b. she was not sick.
    c. she was well.
    d. she was very well.

"DIALECTAL ZONES OF MEXICO"

Each dialect is, or can be established, by the sound of local speech. The geographical limits are very difficult to determine. Considering that a dialect is characterized by common features of a group of speeches of a linguistic region, the best way to determine the limits is to learn when one passes from one linguistic region to another.

The Republic of Mexico has been divided into seventeen dialectal zones of Spanish: Yucatan, Campeche, Tabasco, Veracruz (Southern) Chiapas, Juchitecan Zone, high plateau of Oaxaca, high plateau of the South, North Veracruz, northeast speeches; central high plateau, occidental speeches; (part of Jalisco, of Nayarit, and of Michoacan), Michoacan, Chihuahua, northwest speeches; northern Baja California and the transition zone. The local speeches pertaining to any one dialect present differences among them. One local speech reflects the character of a social and geographical group to which corresponds and presents a structural homogeneity. All its integrants know and use the same vocabulary and they make the same morphosyntactic, phonologic, accent and intonation systems.

77. How many dialectal zones are in Mexico?
    a. 13
    b. 15
    c. 17
    d. 19

78. The geographical limits of dialects:
    a. are easy to determine.
    b. do not exist.
    c. are difficult to determine.
    d. are easy to measure.

79. A dialect is characterized by:
    a. the features of Mexico.
    b. the schools.
    c. the government.
    d. the common features.

80. All the local speeches:
    a. are the same.
    b. use the same phonological systems.
    c. use different phonological systems.
    d. use different systems of accents.

81. A local speech reflects:
    a. the character of the social group.
    b. the age of people.
    c. the clothes of people.
    d. the music of people.

THE END

CORRECT RESPONSES FOR

SPANISH READING COMPREHENSION

SECONDARY, GRADES 7 - 12

ENGLISH READING COMPREHENSION

SECONDARY, GRADES 7 - 12

1. B	11. B	21. C	31. C
2. C	12. D	22. A	32. D
3. C	13. D	23. D	33. B
4. D	14. A	24. D	34. D
5. B	15. C	25. A	35. B
6. A	16. D	26. B	36. B
7. B	17. D	27. C	37. B
8. C	18. A	28. B	38. B
9. B	19. B	29. B	39. A
10. A	20. B	30. C	40. C

41. A	51. A	61. C	71. B
42. B	52. D	62. B	72. C
43. B	53. B	63. D	73. B
44. D	54. C	64. D	74. B
45. A	55. B	65. B	75. A
46. D	56. D	66. B	76. A
47. B	57. B	67. C	77. C
48. C	58. B	68. A	78. C
49. D	59. A	69. D	79. D
50. D	60. A	70. C	80. B
			81. A

Scoring Sheet

ENGLISH READING COMPREHENSION
SECONDARY, GRADES 7 - 12

SPANISH READING COMPREHENSION
SECONDARY, GRADES 7 - 12

(Place the SCORE SHEET directly over the student answer sheet and count the number of items correct. Record the number of items correct on the student answer sheet.)

	A	B	C	D
1.	○	●	○	○
2.	○	○	●	○
3.	○	○	●	○
4.	○	○	○	●
5.	○	●	○	○
6.	●	○	○	○
7.	○	●	○	○
8.	○	○	●	○
9.	○	●	○	○
10.	●	○	○	○
11.	○	●	○	○
12.	○	○	○	●
13.	○	○	○	●
14.	●	○	○	○
15.	○	○	●	○
16.	○	○	○	●
17.	○	○	○	●
18.	●	○	○	○
19.	○	●	○	○
20.	○	●	○	○
21.	○	○	●	○
22.	●	○	○	○
23.	○	○	○	●
24.	○	○	○	●
25.	●	○	○	○
26.	○	●	○	○
27.	○	○	●	○
28.	○	●	○	○
29.	○	●	○	○
30.	○	○	●	○
31.	○	○	●	○
32.	○	○	○	●
33.	○	●	○	○
34.	○	○	○	●
35.	○	●	○	○
36.	○	●	○	○
37.	○	●	○	○
38.	○	●	○	○
39.	●	○	○	○
40.	○	○	●	○

	A	B	C	D
41.	●	○	○	○
42.	○	●	○	○
43.	○	●	○	○
44.	○	○	○	●
45.	●	○	○	○
46.	○	○	○	●
47.	○	●	○	○
48.	○	○	○	○
49.	○	○	○	○
50.	○	○	○	●
51.	●	○	○	○
52.	○	○	○	●
53.	○	●	○	○
54.	○	○	●	○
55.	○	●	○	○
56.	○	○	○	●
57.	○	●	○	○
58.	○	●	○	○
59.	○	○	○	○
60.	●	○	○	○
61.	○	○	●	○
62.	○	●	○	○
63.	○	○	○	●
64.	○	○	○	●
65.	○	●	○	○
66.	○	●	○	○
67.	○	○	●	○
68.	●	○	○	○
69.	○	○	○	●
70.	○	○	●	○
71.	○	●	○	○
72.	○	○	●	○
73.	○	●	○	○
74.	○	●	○	○
75.	●	○	○	○
76.	●	○	○	○
77.	○	○	●	○
78.	○	○	●	○
79.	○	○	○	●
80.	○	●	○	○
81.	●	○	○	○

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